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ABSTRACT

Developed by participants in a counselor educator conference, this manual is designed to provide performance-based life career counseling instructional materials for vocational counselor training. Two introductory chapters present a brief description of the genesis and evolution on the concept of life career counseling and a model for evaluating a competency-based teacher or counselor education program. The seven major sections are career information, theory, placement, interpersonal, instructional planning, utilization of local resources, and evaluation. (Competencies identified through a literature search were edited and classified into these areas.) Each competency is developed into an instructional activity which is structured in the basic format: (1) statement of competency: (2) suggested instructional procedures: (3) assessment procedures, conditions, criteria, and recommended assessor: and (4) resources. Materials in the appendixes include a directory of publishers of commercial educational, occupational, and career development materials and/or tools: a listing of sources of free occupational information: recommended competencies of the pupil personnel administrator and director or supervisor of guidance: list of conference participants: competency worksheet examples and editorial suggestions: and directors of regional institutes. (YLB)

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LIFE CAREER GUIDANCE
A MANUAL FOR COUNSELOR EDUCATORS

Edited by

Richard J. McCowan

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State University College at Buffalo
Buffalo, New York

1978

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TABLE OF CONTENTS

	Page
Foreword	iii
Life Career Guidance by Stanley H. Cramer	1
Evaluating Performance Based Counselor Education Programs by Richard J. McCowan	15
Major Areas:	
1. Career Information by James C. Hansen	44
2. Theory by Robert Rossberg	70
3. Placement by Stanley H. Cramer	110
4. Interpersonal by Barbara A. Putnam	124
5. Instructional Planning by Richard R. Stevic	152
6. Utilization of Local Resources by Robert Rossbert	178
7. Evaluation by M. Duane Mongerson	212
Appendices:	
1. Directory of Publishers of Commercial Educational Occupational, and Career Development Materials and/or Tools by Edwin L. Herr and Stanley H. Cramer	230
2. Sources of Free Occupational Information by Irma Godlin	242
3. Recommended Competencies of the Pupil Personnel Administrator and Director or Supervisor of Guidance	258
4. Life Career Guidance Conference Participants	264
5. Competency Worksheet Examples and Editorial Suggestions	272
6. Directors of Regional Institutes	277

FOREWORD

The development of Life Career Guidance: A Manual for Counselor Educators was one of two major activities involved in a project entitled "Improving the Preparation of Vocational Guidance and Counseling Personnel: Occupational and Career Guidance Institutes for Counselors and Administrators." The project was sponsored by the State University College at Buffalo in cooperation with the Grants Administration Unit of the New York State Education Department and was funded under an EPDA, Part F Grant from the U. S. Office of Education. The project director was Dr. Richard J. McCowan and the assistant director was Dr. M. Duane Mongerson.

On June 1 and 2, 1977, a meeting which involved counselor educators from 26 of the 29 institutions which train counselors in New York State was held in Buffalo, New York. The meeting also involved representatives from the business and industrial communities, the State Education Department, directors of guidance and pupil personnel from major cities in the state, and chief school administrators. The conference had two major purposes. The first was to familiarize the participants with current activities in New York State in career and vocational guidance and counseling, particularly those of the State Education Department. The second involved the development of the manual.

This activity was structured in the following manner. A literature search was conducted and life career counseling competencies were identified, edited, classified into seven major areas, and sequenced. A format was prepared to develop each competency into an instructional activity, including suggested instructional procedures, assessment procedures,

conditions and criteria, and resources. Participants were preassigned to one of seven work groups and were asked to review and edit all of the competencies, but particularly those in the area to which they were assigned. They were requested to develop appropriate activities for each competency and to bring multiple copies of instructional materials they used to instruct students in their classes. During the conference the participants were assigned to develop materials according the recommended format. Subsequently these materials were edited and revised for the final document.

The other major project activity involved the training of teams of high school counselors and administrators in vocational counseling and life career guidance skills. Training was conducted in five regions which included Long Island, New York City, Mid-Hudson, Central New York, and Buffalo. A total of 210 staff members from 52 school districts representing 75 secondary schools completed a 45 hour training program. Each team completed proposals for $800 grants to conduct staff development training activities in their schools during the 1977-78 academic year. Each team developed an action plan designed to increase a) the amount of time counselors spent on occupational and career counseling; b) the identified and available resources for career counseling; and c) administrative support for the program. Follow-up meetings were held in each region with the regional directors and representatives from each of the participating secondary schools.

The editors are particularly indebted to Mr. James E. McCann, Grants Administration Unit, New York State Education, who developed the original EPDA proposal and the concept for the total project. The advice and suggestions provided by Mr. Edward C. Strack, Chief, Bureau of Guidance were

also most valuable. A particular word of appreciation should be expressed to the individuals responsible for developing each of the major sections of the document, as well as to Edwin L. Herr and Stanley H. Cramer, who developed the "Directory of Publishers of Commercial Educational Occupational, and Career Development Materials and/or tools," and Irma Godlin, who prepared "Sources of Free Occupational Information."

The Editors

LIFE CAREER GUIDANCE

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Introduction

It is important that life career guidance be described in broad historical perspective. Space considerations preclude a truly comprehensive history; thus one is inevitably open to charges of presenting a desultory, idiosyncratic chronicle of the development of life career guidance. Nevertheless, the need to define what is meant by "life career guidance" necessitates a relatively brief description of the genesis and evolution of the concept.

The Beginnings

Most authorities cite Frank Parsons as the architect of vocational guidance in America. The posthumous publication of his book Choosing a Vocation in 1909 gave the profession-to-come a clear (albeity naive) formulation of how one person might assist another to choose an occupation. Parsons' approach consisted of three steps:

> First, a clear understanding of yourself, aptitudes, abilities, interests, resources, limitations, and other qualities. Second, a knowledge of the requirements and conditions of success, advantages and disadvantages, compensation, opportunities, and prospects in different lines of work. Third, true reasoning on the relations of these two groups of facts (Parsons, 1909, p. 5).

These three elements define what subsequently has been called the actuarial or trait and factor approach to counseling. It is assumed that the individual can be described as having certain traits (interests, skills, aptitudes, etc.), that different occupations or educational alternatives can be described as requiring different patterns of these traits, and that by merging the two through a process that he described as "true reasoning" a choice would occur.

From 1909 until the present, Parsons' formulation has stimulated research and development which flow principally from his first two steps. The first step has spurred psychometric efforts to identify and to measure individual differences and to determine their relationship to occupational success and/or satisfaction. The second step has focused attention on the acquisition and use of occupational information. In concert, the use of tests and information with clients has had a continuing effect upon vocational guidance practices. More recently, the third step, true reasoning, has received considerable research and theoretical attention under the general rubric of decision-making.

It is apparent that what is usually described in the professional literature as guidance and counseling began, in fact, as vocational guidance. The original intent of Parsons and of other pioneers who followed (e.g., William Rainey Harper, Hugo Munsterberg, Jesse B. Davis, and Eli W. Weaver) was to provide direct assistance to persons needing to make occupational choices rather than to address the range of personal-social adjustments later incorporated as the province of guidance and counseling practitioners. In the first decades of this

century, guidance and counseling (i.e., vocational guidance) was joined with vocational education in responding to the social person power problems of the day.

During these early years, vocational guidance tended to emphasize a "tryout-through-training" approach with much emphasis placed on occupational information. The information available was highly objective, only minimally related to the psychological appraisal of the individual, and delivered by means of counseling which was essentially directive and advice-giving in substance (Miller, 1973). According to Williamson (1965), vocational educators were the predominant vocational guidance practitioners in the early decades of this century. Their confidence in work descriptions as adequate bases for vocational choice and their lack of training in psychology tended to restrict the expansion of guidance and counseling (vocational guidance) to the provision of information, largely untested in validity, without commensurate attention to the analysis of the individual. In essence, the first of Parsons' formulations was abandoned in favor of step two. Paterson (1938), in speaking to the "genesis of modern guidance," indicated that the vocational guidance movement had fixated at the level of vocational information. Williamson (1965) has argued that this situation existed until at least 1950 when the National Vocational Guidance Association broadened its objectives from the acquisition and proffering of occupational information to a more emphatic inclusion of concern for mental health (hygiology).

In the first two decades of the twentieth century, then, vocational guidance emphasized the study of occupations rather than the study of

individuals; vocational educators dominated as vocational guidance practitioners; and vocational guidance and vocational education were seen largely as complementary components of a total effort to distribute students and others across the proliferating occupational structure.

From the 1920's to not more than a decade ago, vocational guidance and vocational education drew apart from each other in practice and in assumption, although counseling in fact was recognized and supported with "vocational education" funds by the George-Dean Act of 1938 and, more recently, but not categorically, by the Vocational Education Act of 1963 and its Amendments of 1968.

Through the 1930's, 1940's, and 1950's vocational guidance became the province primarily of school counselors, whose functions tended to broaden and change as various educational movements came into prominence (e.g., progressive education, life adjustment education, etc.). Vocational guidance was part of the professional repertoire of school counselors but by no means the central focus of their activity. At the same time, vocational educators continued to provide vocational guidance but to a restricted clientele, one principally composed of students taking vocational education courses and, as such, a relatively small portion of the total student population.

In one sense, two independent approaches to vocational guidance arose during the 1920's and 1930's: one by school counselors and the other by vocational educators and specialists employed by the U.S. Department of Labor. Except for a few major centers during the height of the depression and the incorporation of vocational guidance procedures into military classification during World War II, vocational

guidance, when it existed, was aimed at adolescents and young workers seeking initial employment.

During the 1920's, 30's and 40's, vocational guidance as practiced by the relatively few school counselors then in existence became increasingly responsive to several forces. One force was the growing knowledge of individual differences, the awareness of personality dynamics in vocational choice and work adjustment, and the general influence of a psychological approach to vocational guidance. A second force, also psychologically related, was a growing developmental view of the individual. Swept up in the progressive education movement and the "rhetoric of child-centered pedagogy" (Cremin, 1961) and influenced by Freudian inspired concepts of child study, counselors focused their efforts principally on mental health rather than on skill preparation in the schools except for that occupational education sponsored by and largely confined to definitions promulgated by the Smith-Hughes Act. Even more of a developmentalist notion was espoused by the advocates of a life adjustment approach to education. This approach advocated students learning facts across fields of knowledge and related to specific problems which recur in life. It urged that artificial barriers between school life and the life of the world beyond the school should be minimized, and that elements of each life situation had a cumulative effect with implications for early childhood, later childhood, youth, and adult development and thus for educational experiences. While using leisure time wisely and earning a living were among the persistent life situations with which students had to cope, life adjustment education related these situations to the affective life of the child and to

longitudinal processes rather than to the more narrow definition of acquiring task skills in specific occupations. A third force which affected perspectives on vocational guidance was that many challenged information-giving, advocating instead therapeutic treatment of psychotherapy as the process of choice.

While the direct effects of the three forces cited upon guidance and counseling practitioners are not easy to document, it is fair to suggest that they collectively tended to tie guidance and counseling more to an educative than to an occupational mission, to a diagnostic-clinical rather than a vocationl and information-giving approach to students, and to the psychological or affective rather than performance concerns of the person. In the process, vocational guidance became less than a top priority concern of school counselors.

On the other hand, the type of vocational guidance practiced primarily by vocational educators and manpower specialists was receiving a somewhat different stimulus. The "Great Depression" of the 1930's had affirmed the importance of job training in the various federal programs initiated during that time for the occupationally displaced (e.g., CCC). Vocational educators were active in developing such programs. More importantly, perhaps, the U.S. Department of Labor published the Dictionary of Occupational Titles and instituted the Occupational Outlook Service, giving both a level of comprehensiveness and credibility to occupational information. The Minnesota Stabilization Research Institute, as well as other similar agencies, undertook studies of vocational choice and adjustment in efforts to identify and demonstrate methods of educational rehabilitation of workers dislodged by industrial

changes. Among the outcomes of this activity was the development of new tests of vocational capabilities (Crites, 1969). With World War II, the application of psychometrics to the selection and classification of personnel assumed massive proportions, and the expertise of vocational educators was instrumental in the development of training programs for an increasingly technical military establishment.

These experiences tended to cause vocational educators and their perspectives on vocational guidance to be strongly imbued with a market demand philosophy. Vocational educators viewed vocational guidance as a mechanism for matching person and job or person and vocational education curriculum. Such an approach tended to emphasize the importance of individual competency or aptitudes for available training or jobs as the criterion which vocational guidance should address rather than individual preference, interests, or values -- criteria more likely to be seen as primary in more psychologically-based viewpoints.

More Recent Developments

For most of its first 50 years, whether responding to a market demand philosophy or to a more psychologically-oriented one, vocational guidance has concerned itself with predicting occupational choice or occupational success from test scores of an individual prior to entry into the labor market. The primary emphasis has been upon matching the aptitude for performance (as derived from test profiles of persons seeking employment) to the requirements of available options and attempting to maximize the degree of fit. Vocational guidance has been confined largely to one point in time in the life of the individual, usually either initial entry into the labor market or readjustment

through an immediate choice after occupational dislocation. Further, its major reference point has been the requirements of the occupational structure rather than an individual's preferences or values.

Since 1950, this traditional view of vocational guidance has been significantly challenged. In that year, Robert Hoppock, as President of the National Vocational Guidance Association (NVGA), announced that the traditional view of vocational guidance was "crumbling." In 1951, Donald Super recommended revision of the official NVGA definition of vocational guidance which had stood since 1937 as "the process of assisting the individual to choose an occupation, prepare for it, enter upon it, and progress in it." The 1951 revision amended this perspective by defining vocational guidance as "the process of helping a person to develop and accept an integrated and adequate picture of himself and of his role in the world of work, to test this concept against reality, and to convert it into a reality, with satisfaction to himself and to society."

This definition did not emphasize the provision of occupational information at a particular point in time nor a simple matching of person and job. Rather, it emphasized the psychological nature of vocational choice. Indeed, Super's definition effectively blended into a unified whole the personal and vocational dimensions of guidance, which previously had been arbitrarily separated. The resulting base for conceptions of vocational guidance was self-concept oriented. It focused primarily on self-understanding and self-acceptance to which can be related the occupational and educational alternatives available to the individual. In short, it suggested that the earlier rationale

for vocational guidance was too limited, its emphasis upon occupation alone too outmoded, and its techniques applied too mechanically.

Extending from this point has been the subtle but important shifting from occupational to career models in the vocational guidance literature. As we have seen, the occupational model prevailed prior to 1951. Obviously, its influence has continued to be highly significant, but it has increasingly competed with a series of broader perspectives on choice spawned by the career model.

By definition, career embraces a longer time frame than does occupational choice. Indeed, the concept of career embraces prevocational activity, such as the effects of educational programs and options upon students, as well as the post-vocational activity manifested by the retired or the pensioner working part-time. Prime considerations in a career model are not the differences among occupations but rather the continuity or discontinuity in the career development of persons, the interactions of educational and occupational choices across time, the sequence of occupations, jobs, and positions held.

Career models introduce several aspects into the conception of career guidance which are not apparent in the occupational model. One of these is the idea of developmental career guidance and counseling. In such an emphasis, the career guidance practitioner is not concerned alone with immediate choice of training or job but is also concerned with intermediate and long-range goals and how immediate choices relate to such goals. Thus personal values, the clarity of the self-concept, personal planfulness, and exploratory behavior vis-a-vis choice options become important variables to be considered in career guidance. In

addition, personal behaviors, attitudes, and skills of different kinds are seen as appropriately developed by career guidance practitioners if they are not present in the student's behavioral repertoire.

Such conceptions of career guidance are not only concerned with a student's potential performance on some set of occupational tasks but focus as well on the attitudes and knowledge which facilitate or impede the choosing, learning, and using of such technical skills. More importantly, perhaps, such a model reinforces a view of career guidance as being more than a set of services available at some specifi decision point or available for persons who, for some reason or other, are experiencing choice conflicts or work adjustment problems. In sum, career models emphasize the role of career guidance in systematically educating students or adults to the knowledge, attitudes, and skill which will be required of them at future choice points, in planning their educational program, and in selecting and preparing for work. This approach stands in contrast to intervening only after it has been clearly established that particular persons have not acquired such skills and behaviors and are now experiencing problems because of these deficits in their behavioral repertoires.

Specifically, career guidance has begun to elevate a concern for self-understanding to the same level of importance as occupational understanding or task mastery. In this view, the objectives of career guidance are seen as the development of the individual, the growth of personal competency in regard to occupational/career choice, and preparation rather than the needs of the labor market.

The Present

By the late 1960's and the early 1970's, the term career guidance was appearing in the professional literature almost as frequently as the term vocational guidance. Such shifts in terminology were not simply semantic but connoted shifting implications for counselor role and, indeed, purpose. Career guidance, as a broadened interpretation of vocational guidance, began to communicate forcefully the importance of such emphases as decision-making, concern for the self-concept. concern for life-styles, values, and leisure, free choice, individual differences, and flexibility and coping with change as major organizing themes for career guidance.

These themes and related ones have generated a vocabulary for career guidance. Some of the key definitions are the following:

Career. The sequence of occupations and other life roles which combine to express the person's commitment to work in their total pattern of self-development. All activities which comprise an individual's total life pattern: vocational, educational, personal-social, and emotional content.

Career Development. The total constellation of psychological, sociological, educational, physical, economic, and cultural factors that combine to shape the career of any given individual; those aspects of an individual's experience that are of relevance to personal choice,

entry, and progress in educational, vocational, and avocational pursuits.

Career Maturity. The repertoire of coping behaviors pertinent to identifying, choosing, preparing for, and executing career plans available to a specific individual as compared with those possessed by an appropriate peer group; being at an average level in career development for one's age.

Career Management. The personal state of actively and consciously participating in shaping one's career and accepting responsibility for the activities and choices made toward such ends

Career Education. The totality of experiences, both formal and informal, through which one learns about and engages in work. Work is defined as a means of livelihood or means of producing benefits for oneself and/or others.

Life Career Guidance. A process to assist persons to make decisions, clarify values, understand themselves and others, make personal plans, and develop coping skills so that they will be able to take full advantage of potential career opportunities and of the educational, economic, and social systems in which they live.

Thus, the term life career guidance is seen as an evolutionary product of social and occupational change, of a maturing of theoretical perspectives, particularly in relation to career development, and of a rising awareness that career planning and related elements are not being provided so systematically or so fully as circumstances facing youth and adults require.

The question arises of how a counselor acquires the skills, knowledge, and attitudes necessary to effectively deliver these comprehensive career guidance interventions and what, specifically, constitutes the necessary competencies. The following section of this Guide addresses the concept of Competency-Based Counselor Education (CBCE) and suggests its utility for the 29 counselor preparation programs in New York State.

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EVALUATING PERFORMANCE-BASED COUNSELOR EDUCATION PROGRAMS

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Introduction

The major impetus for the Competency Based Teacher Education (CBTE) movement came in October, 1967, when the Bureau of Research, USOE, issued a request for proposals to develop "Educational Specifications for a Comprehensive Undergraduate and Inservice Teacher Education Program for Elementary Teachers." The RFP stated that:

> Because of the key role that the teacher plays in facilitating learning, particularly with young children, he/she must have the skills to perform successfully. To date, research and development activities have generated new knowledges, materials and methodologies with great potential for improving the effectiveness and efficiency of the teaching-learning process (Blewett, 1969, p. 1).

Of the 80 proposals received, nine were funded, and later developed, by the Universities of Florida State, Georgia, Massachusetts, Michigan State, Pittsburg, Syracuse, Toledo, and Teachers College, Columbia, in addition to the Northwest Regional Educational Laboratory.

The section of the Teacher Education and Certification of the 1972 Regents Plan for the Development of Post Secondary Education identified a specific goal which was to establish a certification system "by which the State can assure the public that professional personnel in the schools possess and maintain demonstrated competence to enable children to learn." This goal was based on the following conviction:

> . . . the basis for certification should be teacher competence rather than the total reliance on college courses. Possession of a State certificate should represent an acceptable level of competence in general background knowledge, subject matter, knowledge, and teaching skill.

> The preparation of teachers should involve a number of pertinent agencies and individuals including: school, higher institutions, professional staffs, and relevant agencies. The ideal professional training would integrate theoretical understanding and clinical experience in a system of mutual correction and reinforcement.

The concept of performance-based certification included all programs designed to certify individuals in New York State, including counselor education. Throughout this section the several terms and acronyms are used interchangeably, since the evaluation model could be used appropriately for any competency-based program. The terms include: competency based teacher education (CBTE), competency based counselor education (CBCE), and performance based certification.

In a statement issued in July, 1974, by the Division of Teacher Education and Certification, New York State Education Department, competency based model was defined as preparation which provided acceptable evidence that representatives of colleges and universities, school districts and the professional staff of school districts had collaborated to develop a program which contained:

1. An analysis and statement of the roles, responsibilities, and functions of the professional positions for which persons are being prepared.
2. A readily available statement of the skills, knowledge, and attitudes expected of program graduates, stated as explicitly and objectively as possible.
3. A statement of what constitutes acceptable evidence of the attainment of the expected skills, knowledge, and attitudes as well as the standards and conditions by which the evidence is gathered.
4. An instructional program which is congruent with the expected outcomes.

5. A means by which the program is monitored, evaluated, and modified in light of the evaluation.

The statement stressed that a competence-based system permitted the widest variety of program design, since it did not prescribe specific courses of learning activities. The mandate to monitor and evaluate, however, is clear.

At the present time programs in elementary, exceptional, and secondary education have been submitted to the SED for approval. Certification programs for counselor educators must be submitted by February, 1979. This paper presents a model which could be used to evaluate a CBTE or a CBCE program and discusses several methodological problems inherent in this and similar models. These terms will be used interchangeably throughout.

Model Development

Correa (1967) defined a model as the process of classifying a set of endogenous and exogenous variables within a cause-effect relationship which can be consistently determined in only one way. When the definition is extended to stochastic models, the values of the exogenous variables will only specify a probability distribution of the values of the endogenous variables. Models which satisfy the consistency condition can be classified as scientific, while models which do not would be classified as planning. At this stage the model described in the following pages falls toward the planning end of the continuum, although it could be used as the basis for a scientific model. To date no scientific CBTE models have been implemented, since the relationship between what a preservice teacher or counselor trainee learns and its effect on student achievement or level of

functioning has not been established. A number of models which deal with factors such as cost efficiency and staff utilization have been developed (Fox, 1975; Sengupta, 1975; Windom, 1972; Witmer, 1972) and could be useful as the state of the art in CBTE evaluation grows more sophisticated.

Although it is a complex task, this effort cannot be taken lightly. In a period when educational budgets are being reduced and carefully scrutinized, educators have ethical and practical reasons for attempting to determine whether the observed achievements of an instructional system are commensurate with the costs. As Scriven (1967, p 42) noted:

> . . . We cannot afford to tackle anxiety about evaluation by ignoring its importance and confusing its presentation; the loss in efficiency is too great. Business firms can't keep executives or factories when they know they are not doing good work and a society shouldn't have to retain textbooks, courses, teachers, and superintendents that do a poor job when a good performance is possible. . . . A little toughening of the moral fiber may be required if we are not to shirk the social responsibilities of the educational branch of our culture.

Models, therefore, enable evaluators to classify and analyze the major elements of a phenomenon in ragard to their functions, interrelationships, and consequences. Models should make it possible to examine the potential impact if any of the elements are modified. The initial step in developing a model involves the completion of a needs assessment.

Sanders and Cunningham (1973) developed a seried of recommended steps for conducting a needs assessment of an educational program.

1. Assemble from a wide range of sources as complete a listing of competencies as possible.
2. Have representatives of groups who will be affected by the program review, revise, supplement and edit the competencies.
3. Organize the competencies into modules or cluster
4. Develop at least one assessment device for each competency.
5. Determine how evaluation data will be gathered on individual trainees.
6. Describe methods which will be used to collect and analyze the data.
7. Determine the number and types of reports which will be prepared.

This procedure was followed in developing materials for this manual.

Formative/Summative Evaluation Model

The distinction between "formative" and "summative" evaluation originally made by Scriven (1967). A summative evaluation attempts to determine if a program is good or worthwhile and typically occurs when the the total program, or designated phases of the program, are completed. A summative evaluator should describe what a program has accomplished and if it is worthwhile. He also determines what data are required and establishes systematic procedures to collect data. Although professional judgements plays a role in summative evaluation, "making value judgements is not a unique role of the evaluator while supplying interpretable information should be." (Lindvall & Cox, 1970, p. 56).

Chronbach (1963) implied that a summative evaluation served a "menial role" in the evaluation process. This attitude was promulgated by others and became a dominant value in the field. Scriven, however, noted that this attitude seemed "a little excessive," because

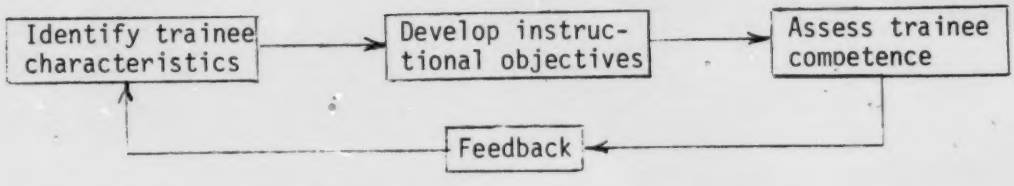
> It is obviously a great service if this kind of terminal, overall or "outcome" evaluation can demonstrate that a very expensive textbook (etc.) is not significantly better than the competition, or that it is enormously better than any competitor.

This argument, although debatable, is unnecessary, since both the formative and summative components of an evaluation model are essential.

At the trainee level an instructional system should include an empirically developed, sequenced set of learning experiences designed to attain a measurable outcome which is valid and reliable. As a minimum criterion these competencies and experiences should be researched by a thorough review of the literature. Known trainee characteristics which relate to the learning process should be considered before objectives are developed. The formative evaluation process provided a feedback system which enables an instructor or program director to adapt, eliminate, or re-sequence specific instructional objectives. Figure 1 illustrates this process.

Figure 1

Process of Formative Evaluation



The summative evaluation component is less directly concerned with the performance of individuals, while the formative evaluation deals with the total program and its major components, as well as with individuals and groups of trainees. Formative evaluation is designed to monitor a program on a frequent or continuous basis, which makes it possible to modify and adapt a program as it is conducted. As Chronbach (1963, p. 236) noted, "evaluation which is . . . used to improve the course while it is still fluid, contributes more to improvement of education than evaluation used to appraise a product already placed on the market."

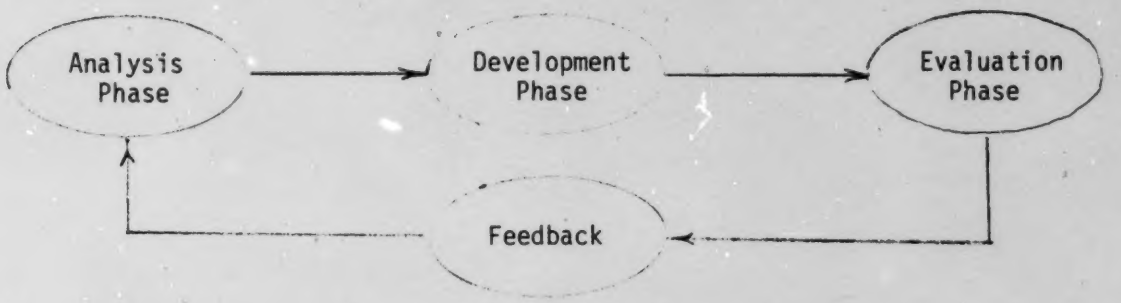
The theoretical rationale on which CBTE programs is based requires that summative and formative evaluations be completed. The specification and sequencing of objectives, as well as the establishment of evaluative criteria, facilitates both, but is particularly useful in regard to the formative component. The proposed model includes trainee and program levels.

At the program level an instructional system permits a logical analysis of available resources. These should include any human, financial or environmental variable which might affect the learning process. Library resources, location of the institution, ability and socio-economic levels of students, and staff competence are only a few of the many variables which could be considered. Figure 2 describes the program phase of the instructional system which could deal with group data (e.g., means, standard deviations, norms, etc.) in the summative evaluation phase. These could be analyzed to determine the level of success of components of the total program and is conceived as consisting of three stages. The

first stage which, is the Analysis Phase, involves an analysis of instructional needs, available inputs or resources, including staff, and the development of instructional and evaluation procedures.

Figure 2

Instructional System



The Development Phase uses information gathered from the analysis to develop the system. Performance and enabling objectives would be prepared and sequenced, types of learning would be identified (Gagne, 1970), the instructional model designed and the learning conditions specified. Steps 18 through 26 deal with the development, field testing and modification of the instructional prototype.

The Evaluation Phase deals with the evaluation and synthesis of all available data concerning the instructional prototype. Modifications of the performance measures used to gather data based on the demonstrated validity, reliability and useability of the instruments should be accomplished. Relevant audiences which will receive evaluation reports should be identified and reports appropriate for the unique needs of those groups

prepared. For example, in regard to CBTE program, the State Education Department might require a different set of data then the local administrator immediately responsible for the program. Reports made to the student population may vary from reports made to school districts participating in the consortium.

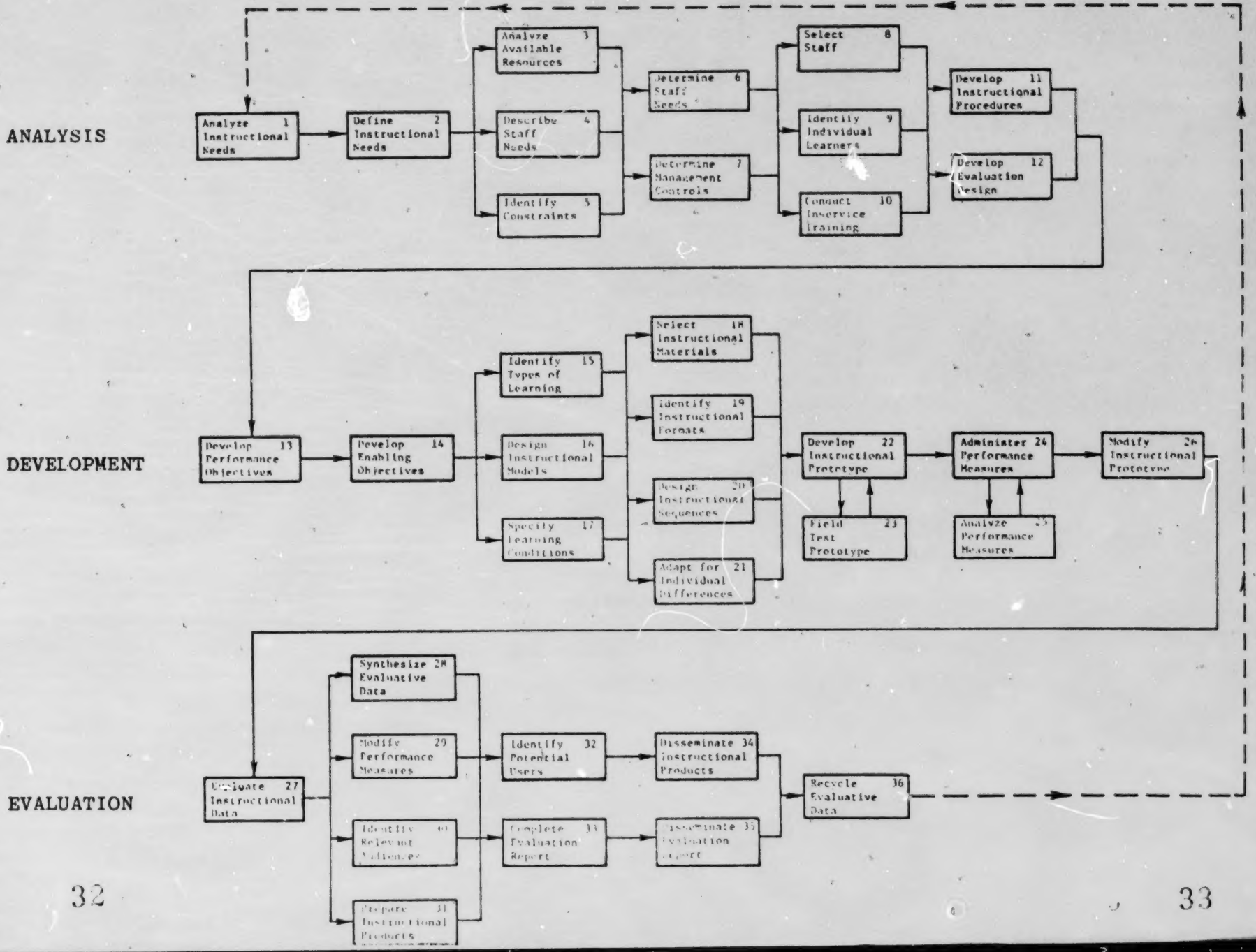
The preparation of instructional products, such as films, videotapes, and instructional modules, should also be completed during this phase, including the identification of potential users or marketable products. Since the development of instructional products often requires significant expenditures of time or money, many CBTE programs may develop materials with restricted potential for use beyond the local institution or consortium. Several instruments are available which could be used to evaluate locally developed products, as well as those obtained commercially (McCowan, 1977; Weinrach, 1978), since a large quantity of valuable material is no doubt lost to the field because many faculty members fail to disseminate products they develop. Effective dissemination of evaluation reports and instructional products may be accomplished more effectively through competency-based programs, particularly since a consortial approach can facilitate dissemination. The last, and most significant, phase involves the recycling of all evaluative data. This process should provide feedback on all aspects of the instructional program, with major emphasis on pupil outcomes. As indicated earlier, the major distinction between the pupil and program stages is the emphasis on the type of data. At the pupil stage concern is on the individual, while at the program stage the major concern deals with total program

success either at the completion of the total program or after significant phases of the program. The complete model, which is presented in Figure 4, provides a detailed description of the steps involved.

It should be noted that formative and summative evaluations differ in their processes and purposes, they cannot be completed in isolation, but must be a coordinated effort. Indeed, much of the data gathered during the formative evaluation should be included in the summative evaluation.

The development of a CBTE program requires that competencies be stated as performance objectives which clearly state what must be done by the trainee and include a definite criterion by which trainee competence can be assessed after completing a specified component of instruction. Two levels of performance objectives are used in developing an instructional system, including terminal objectives, which describe final trainee performance, and enabling objectives, which describe skills a learner must acquire and use to accomplish the terminal objective. At basic levels, which involve relatively simple skills, this can be readily accomplished. More complex skills, however, are difficult to organize in this manner. Consider, for example, a terminal objective which stated that the trainee should "Develop an evaluation model for a career guidance program in a public school setting." The following list of enabling competencies would represent only a small number of those which would be required to complete the terminal objective and, in turn, each of the enabling objectives would require subsets of other enabling objectives.

Figure 4


ANALYSIS
Analyze 1 Instructional Needs
Define 2 Instructional Needs
Analyze 3 Available Resources
Describe 4 Staff Needs
Identify 5 Constraints
Determine 6 Staff Needs
Determine 7 Management Controls
Select 8 Staff
Identify 9 Individual Learners
Conduct 10 Inservice Training
Develop 11 Instructional Procedures
Develop 12 Evaluation Design
DEVELOPMENT
Develop 13 Performance Objectives
Develop 14 Enabling Objectives
Identify 15 Types of Learning
Design 16 Instructional Models
Specify 17 Learning Conditions
Select 18 Instructional Materials
Identify 19 Instructional Formats
Design 20 Instructional Sequences
Adapt for 21 Individual Differences
Develop 22 Instructional Prototype
Field 23 Test Prototype
Administer 24 Performance Measures
Analyze 25 Performance Measures
Modify 26 Instructional Prototype
EVALUATION
Evaluate 27 Instructional Data
Synthesize 28 Evaluative Data
Modify 29 Performance Measures
Identify 30 Relevant Audiences
Prepare 31 Instructional Products
Identify 32 Potential Users
Complete 33 Evaluation Report
Disseminate 34 Instructional Products
Disseminate 35 Evaluation Report
Recycle 36 Evaluative Data

Enabling Competencies:

Describe the major components of an evaluation model.

Describe the general and major objectives of a career guidance program.

Identify student variables which might affect the career guidance program

Distinguish between formative and summative evaluation.

Describe resources required for a career guidance program.

Describe the concept of cost-effectiveness as related to an evaluation model.

Demonstrate competence in descriptive and inferential statistics.

Briggs (1969) noted that although a substantial consensus exists among researchers concerning the desirability of sequencing, there is a lack of agreement concerning the factors involved in optional sequencing for varied tasks. Further, the tasks involved in the studies described involved less complex areas than those included in a graduate or professional program. Hierarchies probably differ from individual to individual, including both teacher and trainee, in varied settings. For example, a teacher of adolescents in a learning and behavior disorders class might find it necessary to instruct the youths in certain social skills, such as proper behavior when eating dinner or meeting an adult. The teacher, however, may not function as effectively as some of the students in the class in the social skills required to be accepted on the street or in a discotheque. It also seems probable that all skills are not learned in a hierarchical manner. Consequently, analysis would require complex interactions, e.g.,

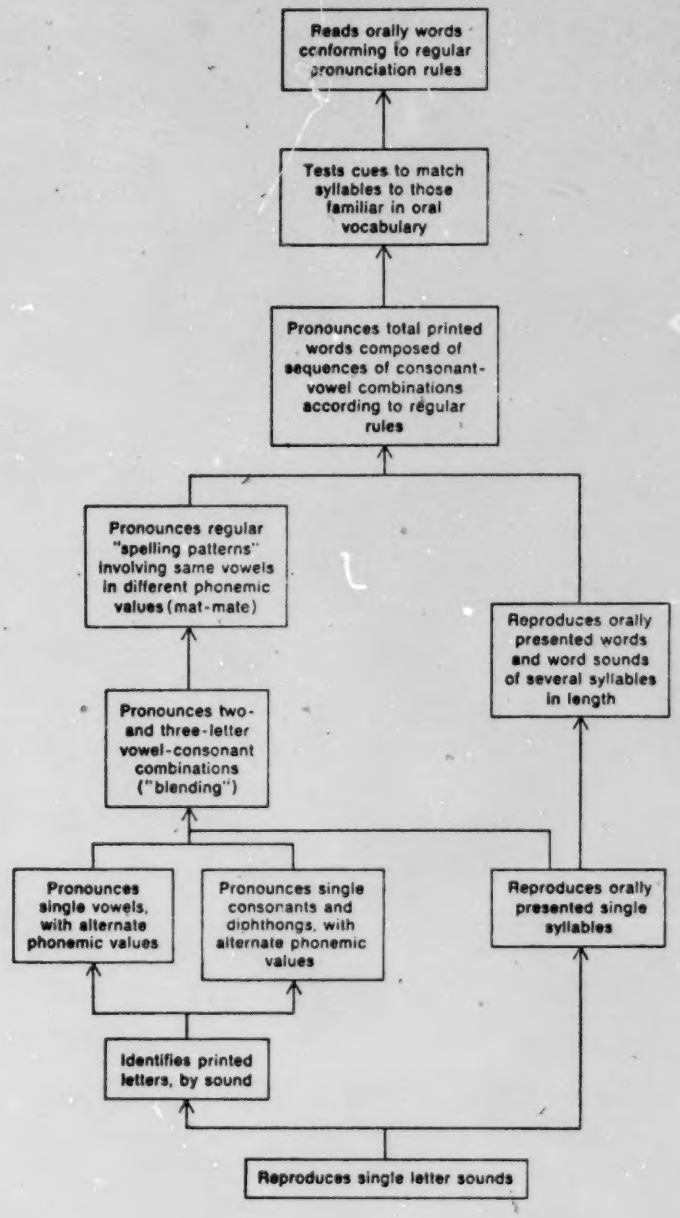
trainee characteristic X task X teacher characteristic X instructional environment X sequence X media, etc.

The complexity of the task can be more readily appreciated when it is realized that a number of levels of enabling objectives and that the relationship among the terminal and enabling objectives is not linear, but multivariate. At a graduate level the complexity of performance objectives would require involved, multidimensional hierarchies of enabling competencies. For example, consider the following hierachy developed by Gagne (1970) for the comparatively basic reading skill of decoding (see Figure 5).

The major focus of a formative evaluation, therefore, involves the development of sequenced performance objectives, each of which can only be attained after the necessary prerequisite objectives are achieved. This process enables an evaluator to discover and modify performance deficits when they occur, rather than using cumulative data from the total program. Appropriate feedback can be used to control and modify plans and procedures through a monitoring system. This approach enables trainees to acquire essential skills and provides for individuals who require additional time to master certain program components (McCowan & Mongerson, 1977). The approach is related to a Discrepancy Evaluation Model (Provus, 1971) in which different objectives are used at different stages of the program. For example, during the first stage of a CBTE program, initial emphasis might be placed on the establishment of effective operating conditions. Stage two could be directed toward recruitment of staff, the development

Figure 5

A Learning Hierarchy for Decoding


Reads orally words conforming to regular pronunciation rules
Tests cues to match syllables to those familiar in oral vocabulary
Pronounces total printed words composed of sequences of consonant-vowel combinations according to regular rules
Pronounces regular "spelling patterns" involving same vowels in different phonemic values (mat-mate)
Reproduces orally presented words and word sounds of several syllables in length
Pronounces two- and three-letter vowel-consonant combinations ("blending")
Pronounces single vowels, with alternate phonemic values
Pronounces single consonants and diphthongs, with alternate phonemic values
Reproduces orally presented single syllables
Identifies printed letters, by sound
Reproduces single letter sounds

Reprinted from R. M Gagne. The Conditions of Learning. New York: Holt, Rinehart and Winston, 1970, p. 271.

and sequencing of performance objectives for the CBTE program, and the identification of appropriate instructional techniques and materials. Stage three would involve activities such as product development, the distribution of curricular packages to other institutions, and the completion of cost benefit studies of program components.

Gorth, O'Reilly and Pinsky (1975) developed a sophisticated system criterion-referenced evaluation system called Comprehensive Achievement Monitoring (CAM). The system combines the concepts of a formative evaluation with a computerized system for criterion-referenced evaluation. The reports general from CAM range from student report cards to reports which could be used at a district, college or university level and could provide a total management system for a CBCE program.

Burke, Houston, Hansen and Johnson (1975) stressed that the evaluation of CBTE programs was a far more comprehensive task than simply developing behavioral objectives with activities and assessment criteria. They developed an instrument which could be used to determine the extent to which a program is competency based or to assist individuals to develop such a program.

The following major areas are included in the instrument:

1. competency specifications
2. instruction
3. assessment
4. governance and management
5. total program

Various control systems could be used to monitor performance based training programs. In 1958 PERT (Program Evaluation and Review Technique) was developed to coordinate the contract work of over 300 companies who were working on segments of the Polaris Ballistic Missile. The basic analytical device is a "network" or pictorial representation of the steps required to attain a goal.

The major objective of PERT systems is to provide program administrators or managers with performance data on performance, schedules, and costs. It is a goal-oriented system which relates the cost and schedule of each input to the cost and schedule of the final output. Therefore, in managing educational program, various expenditures in time, personnel, and resources can be monitored with greater precision and adjustments can be more readily made.

The PERT network schematically represents the events and activities which are involved in the program. It is constructed by linking the tasks or "events" together by "activities." Activities could be defined as the expenditure of resources required to achieve an event. Typically, events are represented by numbered circles in the network, while activities are shown as straight lines.

As an illustration, assume that the following eight events are involved in accomplishing the program sub-objective of producing a complete instructional program.

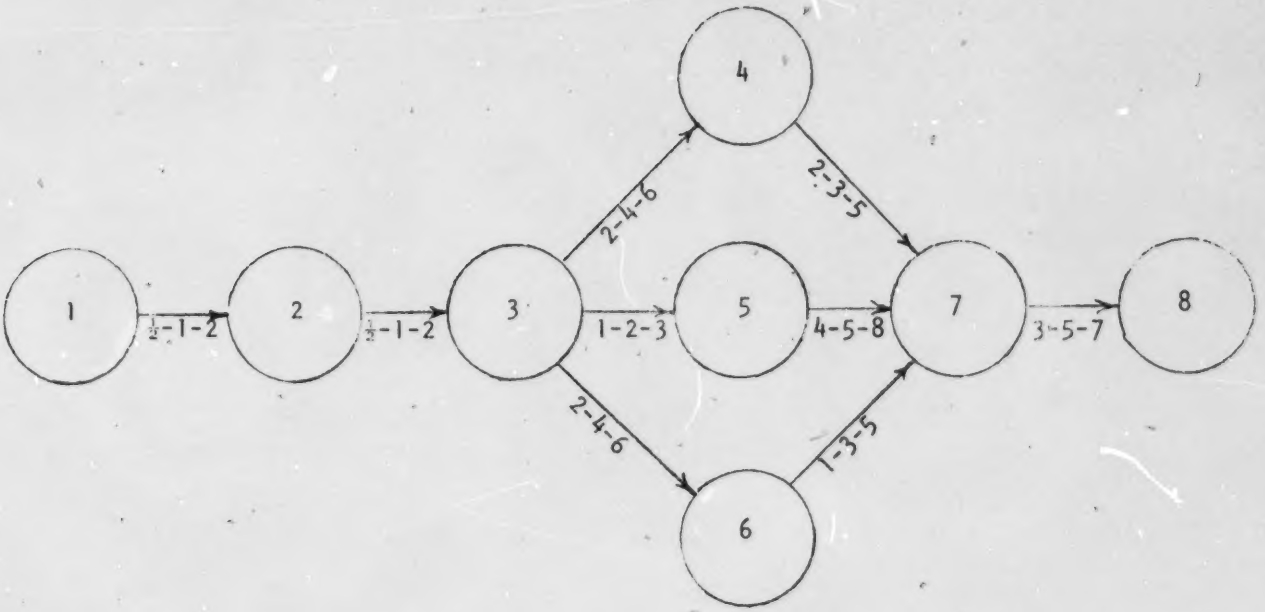
1. Begin program
2. Define general objectives
3. Specify instructional objectives

4. Identify instructional activities
5. Identify instructional resources
6. Employ project staff
7. Field test instructional package
8. Produce instructional program

Figure 6 illustrates a PERT network which represents these events.

Figure 6

PERT Network



Time values in weeks or percentages thereof are designated on the activity line and represent the most optimistic, the most likely, and the most pessimistic times.

Note that each event is required to accomplish the final objective, which in this case is the production of the complete instructional program. It is also possible to display "flow time," which indicates how long resources must be expended to achieve the final objective. The term "critical path" refers to the series of sequential activities and events which imposes the greatest potential time and monetary contraints on the program.

In PERT systems "elapsed time" and "expected time" are terms used to describe the time required for each activity and each event, respectively. Elapsed time is measured from the start to the completion of an activity, while expected time is measured cumulatively from the start through the completion of the activity which preceded the event. The expected time is computed by adding the elapsed times along the longest activity path between the first event (i.e., Begin program) and any subsequent event (i.e., Produce complete instructional program). It is possible, therefore, to determine the most optimistic time, the most likely time, and the most pessimistic time mathematically. Similar procedures can be followed in determining specific cost estimates. It is also possible to project the statistical probability of the completion of a program within specified cost and time dimensions.

At the initial stages of development other, less complex, systems might be more appropriate for monitoring educational programs. A bar or Gannt chart depicting activities conducted over a specified time period which includes anticipated costs might be adequate. Flow charts are simple to construct and provide adequate information for many projects.

If the structure of the course in essentially vertical with a single best fixed sequence the Critical Path Method (CPM) which was developed by the DuPont Company in 1956 (United States Army Ordinance, 1963; Radcliffe, 1967) provides a visual means of sequencing or scheduling specific learning activities for trainees.

Numerous models exist which could be used or adapted to evaluate CBTE programs (Edward, Guttentag, and Snapper (1975); Airasian, Madaus & Rakow. 1972; Lindvall & Cox, 1970; Provus, 1969; Sanders & Cunningham, 1973).

The following procedures which were adapted from Guba and Stufflebeam (1968) provide an effective method of organizing an evaluation.

1. Delimiting the evaluation: Define the program to be evaluated and describe the purpose of the evaluation.
2. Collecting information: Specify each item of information to be collected, the populations, sources and sampling procedures including all instruments and methods used for data collection. Include all necessary arrangements, procedures and a time schedule.
3. Organizing information: Specify a format for organizing the information and describe the means by which information will be coded, organized, stored and retrieved.
4. Analyzing information: Specify the procedures to be used for analyzing data.
5. Reporting information: Specify the types of reports, the audience receiving each report and a time schedule for report preparation.

6. Administering the evaluation: summarize the evaluation schedule, assign staff to specific responsibilities, and determine budget requirements. Develop alternate procedures and plans as a contingency measure, in case original plans become unfeasible.

Figure 7 entitled "Program Evaluation Summary" illustrates the manner in which this material may be used to structure an evaluation at the college or university level (McCowan & Mongerson, 1977). Although the example relates to an elementary education certification, it could readily be adapted for use in a counselor education program. Detailed procedures would be necessary for each level and each phase of the evaluation.

Methodological Limitations in CBTE

There is, of course, a major methodological problem which confronts the individual responsible for evaluating a CBTE program. Although the theoretical rationale for these programs is case in a moderately rigid behavioral model, little evidence exists which demonstrates the relationship between specific teaching behaviors and student achievement. Rosenshine and Furst (1971; 1974) examined approximately 50 correlational studies on the relationship between teacher effectiveness and student achievement. They concluded in the more recent study that only nine variables, including (1) clarity, (2) variability, (3) enthusiasm, (4) task-oriented and/or business like behavior; (5) criticism; (6) teacher indirectness, (7) student opportunity to learn criterion material, (8) use of structuring comments, and (9) multiple levels of questions or

Figure 7

PROGRAM EVALUATION SUMMARY

	A Student	B Employer	C Teacher	D College
Focusing	Survey of students completing a phase of certification program	Survey and selected interview of administrators	Objective ratings, narrative reports and interviews	Ongoing monitoring of program and input from all sources
Collecting	Completion of each program phase	Biennial	Continuous and/or semi-annual	Continuous and/or semi-annual
Organizing	Frequency counts, percentages, and summary of interview data	Frequency counts, percentages, and summary of interview data	Review and summary of reports and interview data	Summary and analysis of input from all sources
Analyzing	Comparisons by GPA and sex	Comparisons by size and type of school and district	Comparisons by placement site	Summary and analysis of input from all sources
Reporting	Students, instructors and administration	Employers, instructors and administration	Teachers, instructors and administration	Teachers, instructors, and administration
Administering	Instructor	Institutional research	Teachers and instructors	Administration

cognitive discourse. The "best" results were obtained on the first five variables. Although the variables may seem to be merely "common sense" and part of the accepted practices of effective teaching, included among the variables which did not show consistent and significant relationships were nonverbal approval, praise, warmth, ratio of indirect to direct teachers behaviors, questions, student talk and student participation. Others have also commented on the fragile empirical base supporting CBTE program, including Berliner and Gage (1976), Duncan and Biddle (1974), Heath and Nielson (1974) and Magoon (1974).

Larrabee (1976, p. 198) related this problem to counselor education in noting any definition which focuses on the "demonstration of a repertoire of specified performances described in behavioral objectives is inadequate" since the goal should be to identify counselor behaviors which directly affect the client. She discusses the difficulty of separating counselor effects from the effects of other variables and suggested that studies be designed which examine a wide variety of effects as mediators of counselor performance.

Unfortunately, the difficulty of establishing criteria to measure counselor effectiveness is afflicted with the same lack of precision as those studies on teacher effectiveness.

In 1952 Eyseneck causes a furor by questioning whether traditional therapies had any unique positive effects. Others, for example Carkhuff and Berenson (1967) questioned whether training actually improves the competence of counselors. In a recent review of counselor characteristics and effectiveness Rowe, Murphy and De Csipkes (1975) concluded:

> Given the rather sizeable effort that has been invested in this area, the results may be viewed as generally disappointing, often contradictory, and only tentative. In addition to the dearth of positive leads, several dissonant statements have appeared . . . Moos and MacIntosh (1970) indicate that the tendency to be empathic does not appear to be the result of a "trait", but is more situationally determined. Knowles and Barr (1968), noting the emphasis on ideal subjective traits of counselors, have pointed to studies of effective people that demonstrate the importance of objective traits and attitudes as well. Moreover, characteristics identified with successful college counselors were found to be those related to interpersonal skills rather than essential attributes of the counselor as an individual (Schoenberg, 1971).

Several factors contribute to the criterion problem in research on counselor effectiveness. A possible major difficulty may involve resistence on the part of counselors to subject the art of counseling to the behavioral scrutiny required for research. E. E. Cummings may have captured this attitude when he said:

> Since feeling is first
> who pays any attention
> to the syntax of things
> will never wholly kiss you

Support could be developed for this value, since much of the art of counseling will not be reduced to measurable variables within the foreseeable future. Regardless, the profession has the responsibility to examine within a research framework those variables which can be identified and quantified. A performance based training model clearly offers an effective means of accomplishing this.

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Career Information

by James C. Hansen

CAREER INFORMATION

1.1 Define career guidance.

1.2 List major goals of career guidance.

1.3 Demonstrate an understanding of occupational taxonomies (e.g., USOE clusters, DOT, Census, Field and Level, Prestige, Service vs. Goods).

1.4 Increase knowledge of personpower needs and employment trends.

1.5 Describe non-monetary rewards of work.

1.6 Describe the relationship between career guidance and leisure time.

1.7 Identify personal qualities which affect job success.

1.8 Use the Dictionary of Occupational Titles to identify and describe selected occupations.

1.9 Describe the potential for professional advancement and improvement within selected occupations.

1.10 Use the Occupational Outlook Handbook and related publications to determine trends in the labor force.

1.11 Describe opportunities for lifelong learning.

1.12 Evaluate the relationship between mobility and employability.

1.13 Describe horizontal and vertical career ladders within a given career field.

1.14 Describe the training required to apprenticeship programs and specialized occupations.

1.15 Demonstrate awareness of alternative preparation programs available for meeting occupational entrance level requirements.

1.16 Compare career opportunities in the private and public sectors.

1.17 Describe American systems of further education by type (i.e., universities trade and technical schools and by variables such as size, courses of study, and admissions procedures).

CAREER INFORMATION

Competency 1.1	Define career guidance.
Instructional Procedure	Independent reading assignment and large group lecture with panel and seminar discussion.
Assessment Procedures & Conditions	Essay examination in which trainees present at least two definitions for each term with sources, in addition to developing an original definition for each.
Assessment Criteria	Each definition is accurately presented (not necessarily verbatim) with correct sources. Original definitions will be rated "satisfactory" or "unsatisfactory" based on theoretical soundness.
Assessor	Faculty
Suggested Resources	Adult career education counseling and guidance resource Portland, Oregon: Commercial-Educational Distributing Services, 1974. Career index. Moravia, New York: Chronicle Guidance Publications, 1976, Healy, C. Career counseling for teachers and counselors. In S. C. Stone and B. Shertzer (eds.), Guidance Monograph Series IX, Boston: Houghton Mifflin, 1975. Herr, E. & Cramer, S. H. Vocational guidance and career development in the schools: Toward a systems approach. Boston: Houghton Mifflin Company, 1972.

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Competency 1.2	List major goals of career guidance.
Instructional Procedure	Independent reading assignments followed by a lecture delineating major goals.
Assessment Procedures & Conditions	Short 3 to 5 page essay describing the goals of career guidance for a school or agency.
Assessment Criteria	Trainees will be rated "satisfactory" if they apply the major goals delineated from the lecture and readings to the particular setting.
Assessor	Faculty
Suggested Resources	Bailey, L. & Stadt, R. Career education: New approaches to human development. Bloomington, IL: McKnight Publishing, 1973. Herr, E. & Cramer, S. H. Vocational guidance and career development in the schools: Toward a systems approach. Boston: Houghton Mifflin Company, 1972. Hoppock, R. Occupational information. New York: McGraw-Hill, 1977.

Suggested Resources (continued)	Isaacson, L. Career information in counseling and teaching. Boston: Allyn and Bacon, 1977. Norris, W., Zeran, F., Hatch, R. & Englekes, J. The information service in guidance: Occupational, educational, social. Chicago: Rand McNally, (see latest edition). Sinick, D. Occupational information and guidance. Boston: Houghton Mifflin, 1978.

Competency 1.3	Demonstrate an understanding of USOE career clusters and related taxonomies. Identify the major career clusters. For example: USOE clusters, DOT, Census Field and Level, Prestige, Service vs. Goods.
Instructional Procedure	a. Provide descriptions of various career clusters and taxonomies. b. Discuss and differentiate among similarities and differences among the career clusters and taxonomies. c. Provide rationale for developing and using the various career clusters models. d. Study various career education models in local school districts.
Assessment Procedures & Conditions	a. Present models of the career education and have students classify the models according to some taxonomy. b. Multiple choice or essay examination.
Assessment Criteria	Either quantitative or qualitative measurement with minimum criterion level of 90%.

Assessor	Faculty
Suggested Resources	Chronical Guidance Publication, Moravia, New York. Dictionary of occupational titles. (most recent edition) Division of Career Education, USOE, Washington, D.C. Herr, E. & Cramer, S. H. Vocational guidance and career development in the schools: Toward a systems approach. Boston: Houghton Mifflin Company, 1972. Isaacson, L. Career information in counseling and teaching. Boston: Allyn and Bacon, 1977. Kenneke, L., Nystrom, D. & Stadt, R. Planning & organizing career education: Curricula, articulated curricula. Indianapolis: Howard W. Sams & Co., 1973.

Competency 1.4	Increase knowledge of person power needs and employment needs.
Instructional Procedure	Study of the major accepted sources of manpower employment trends utilizing the following: a. assigned readings. b. television specials. c. bringing in experts from an employment agency. d. lecture. e. movies.

c. After panel discussion, write a summary of each of the expert's presentations.

d. Compile a trend analysis chart for 2 or 3 occupations using available data from local sources, such as want ads, etc.

e. Identify the employment prospects and employee needs for the occupations listed in item b above 10, 15 or 25 years from the current date. Cite sources to support all data, such as the Occupational Outlook Handbook or other acceptable source.

Assessment Criteria

Trainees will be rated "satisfactory" if the case study and analyses demonstrate awareness of concepts in the study of person power and employment needs, as well as skill in techniques required to complete the study.

Assessor

Faculty

Suggested Resources

B'nai B'rith Career and Counseling Services, 1640 Rhode Island Ave., N. W., Washington, D. C., 20036.

Bodden, J. L. Cognitive complexity as a factor in appropriate vocational choice. Journal of Counseling Psychology, 1970, 17, 364-368.

Suggested Resources
(continued)

Borow, H. (ed.). Career guidance for a new age. Boston: Houghton-Mifflin, 1973.

Chamber of Commerce of the United States of America, Washington, D. C., 20006.

Crites, J. O. Vocational psychology, New York: McGraw-Hill, 1969.

Crites, J. O. Career counseling: A comprehensive approach. In J. M. Whiteley & A. Resnikoff (eds.). Career Counseling, Monterey, Calif.: Brooks/Cole Publishing Company, 1978.

Crites, J. O. Career development process: A model of vocational maturity. In. E. L. Herr (ed.). Vocational Guidence and Human Development. Boston: Houghton-Mifflin, 1974.

Edwards, K. J., Nafziger, D. H., & Holland, J. L. Differentiation of occupational perceptions among different age groups. Journal of Vocational Behavior, 1974, 4, 311-318.

Hein, L. W. The quantitative approach to managerial decisions, Englewood Cliffs, N. J.: Prentice-Hall, 1967.

Krumboltz, J. D. A social learning th theory of career selection. The Counseling Psychologist, 1976, 6, 71-81.

Law of supply and demand. (film - 11 min. - 16 mm. - color). Educational Motion Pictures. A-V Center, Indiana University, Bloomington, Indiana, 47401.

Occupational outlook handbook (current edition).

U. S. Department of Labor, Manpower Administration, Washington, D. C.

U. S. and State Civil Service Commissions.

Suggested Resources (continued)	Wirtz, W. The boundless resource: A prospectus for an education/work policy. Washington, D. C.: New Republic Book Co., 1975.

Competency 1.5	Describe non-monetary aspects of work.
Instructional Procedure	a. Make selections of want ads based on salary offered, interview workers, and write a case study. b. Complete assigned and self-selected readings. c. Develop a career game appropriate for use with a designated grade level (eg., middle school, senior high school).
Assessment Procedures & Conditions	a. List selective group of occupations and have students describe the advantages and disadvantages. b. List some non-monetary rewards for jobs, in general.
Assessment Criteria	A trainee is rated "satisfactory" if s/he is able to list non-monetary aspects of selected occupations, and/or describe the non-monetary aspects of the selected occupations in the case study.
Assessor	Faculty
Suggested Resources	Borgen, F. H., Weiss, D. J., Tinsley, H., Dawis, R. & Lofquist, L. H. Occupational reinforcer patterns (1st vol.), Minneapolis: Industrial Relations Center, U. of Minnesota, 1968.

Suggested Resources (continued)	Brown, N. After college . . . junior college . . . military service . . . what? New York: Grossett & Dunlop, 1971. Caplow, T. The sociology of work. Minneapolis: U. of Minnesota Press, 1954. Hoppock, R. Occupational information. New York: McGraw-Hill, 1976, chapter 8. Isaacson, L. Career information in counseling and teaching. Boston: Allyn and Bacon, 1977. Occupational outlook handbook (current edition). Dictionary of occupational titles. Super, E. E. The psychology of careers. New York: Harper, 1957. Terkel, S. Working. New York: Pantheon Books, 1974.

Competency 1.6	Describe the relationship between career guidance and leisure time.
Instructional Procedure	Complete assigned readings followed by a panel discussion of workers from various fields and levels. Trainees will be given the opportunity to interview the workers and discuss their impressions in small groups after completing the interviews.
Assessment Procedures & Conditions	Develop a 5 to 10 page report on the a. concept of leisure b. relationship of work and leisure c. and outline a guidance presentation for high school students to learn 1 and 2.

Assessment Criteria	Individual knowledge of the work-leisure relationship would be judged from the report. The individual skill in applying knowledge between career guidance and leisure would be judged from the outlined guidance presentation.
Assessor	Faculty
Suggested Resources	Denves, C. A career perspective workbook. Worthington, OH.: Charles A. Jones Publishing, 1975. Herr, E. & Cramer, S. H. Vocational guidance and career development in the schools: Toward a systems approach. Boston: Houghton Mifflin Company, 1972. Isaacson, L. Career information in counseling and teaching. Boston: Allyn and Bacon, 1977. Kirn, A. G. Lifework planning workbook. LaJolla, CA.: University Associates, 1974. (Trainer's Manual also available). The four-day week. (film - 25 min. - 16 mm. - color). Contemporary /McGraw-Hill Films, 330 West 42nd St., New York, N.Y., 10036.

Competency 1.7	Identify personal qualities which affect job success.
Instructional Procedure	a. Independent reading assignment. b. Interview workers. c. Discuss different categories of job success and factors. d. Develop an audio-visual model.

Assessment Procedures & Conditions	Trainees will complete a brief essay approximately 500 words long identifying the permanent qualities which affect job success in one job category.
Assessment Criteria	Identify in the essay at least three major permanent qualities of that job area consistent with the areas in the cluster.
Assessor	Faculty
Suggested Resources	Adult career education counseling and guidance resources. Portland, Oregon: Commercial-Educational Distributing Services, 1974. Drier, N. J., Jr. (ed.) Career development resources: A guide to audiovisual and printed materials for grades k-12. Worthington, OH.: Charles A. Jones, 1972. Holland, J. L. Making vocational choices: A theory of careers. Englewood Cliffs, NJ.: Prentice-Hall, 1973. Holland, J. L. The psychology of vocational choice. Waltham, Mass.: Blaisdell Publishing, 1966. Occupational outlook handbood. (current edition).

Competency 1.8	Use the Dictionary of occupational titles to identify and describe selected occupation.

Assessment Procedures & Conditions	a. Following a role playing exercise, the trainees will be rated on their use of sources. b. Use of standardized case study to demonstrate utilization of information sources. c. Tape recording of an interview using information sources. d. Locate and define or describe job information from the knowledge or sources.
Assessment Criteria	Trainees will be rated "satisfactory" or "unsatisfactory." Trainees rated unsatisfactory will repeat the activity until a satisfactory rating is achieved.
Assessor	Faculty and trainees
Suggested Resources	Classified Telephone Directories. Dictionary of occupational titles. (current edition). Forrester, G. Occupational literature. New York: H. W. Wilson, (current edition). Guide to minority business directories. Minneapolis: National minority business campaign, (current edition). Hopke, W. E. The encyclopedia of careers and vocational guidance. Chicago, ILL.: J. G. Ferguson, (current edition). Occupational outlook handbook. (current edition).

Competency 1.9	Describe the potential for professional advancement and improvement within selected occupations.
Instructional Procedure	Assigned readings followed by large group lecture. Form small groups (N = 3-5). with task of developing a list of appropriate speakers. The total group will read a consensus on the final list of 4 or 5 speakers who will be invited to participate in a panel presentation.
Assessment Procedures & Conditions	a. Trainees will complete a 5 to 10 page case study of an occupation to examine potential for advancement and b. rate each of the panelists invited to class.
Assessment Criteria	Successful completion of the task would be demonstrated if the case study described concepts necessary to apply in describing the potential for advancement in any occupation.
Assessor	Faculty
Suggested Resources	Adult career education counseling and guidance resources. Portland, Oregon: Commercial-Educational Distributing Services, 1974. Dickenson, C. "How college seniors' preferences compare with employment and enrollment data," Personnel and Guidance Journal, 1954, 32, 485.

Competency 1.10	Use the Occupational outlook handbook and related publications to determine trends in labor force.
Instructional Procedure	a. Description and demonstration by faculty member concerning use of Occupational outlook handbook. b. Have trainees form dyads with one assuming a specified client role and the other a counselor demonstrating the use of the Occupational outlook handbook to the client. After approximately 15 minutes the trainees will switch roles.
Assessment Procedures & Conditions	a. Following a role playing, the trainees would be rated on their skill in using the Occupational outlook handbook and other materials. Ratings would be made by trainees and faculty. b. Students skill could be judged in terms of their use of the materials with the specified case.
Assessment Criteria	Trainees will be rated as "satisfactory" or "unsatisfactory" by their peers. Those rated as unsatisfactory will repeat the exercise under the direction of the instructor.
Assessor	Faculty and trainees
Suggested Resources	California 2000 A. D. (film - 40 min. - 16 mm. - b & w). Time Life Films, 43 West 16th St., New York, NY. 10011. Chamber of Commerce of the U. S. A., Washington, D. C., 20006.

Suggested Resources (continued)	Dictionary of occupational titles. Occupational outlook handbook. (current edition). U. S. Bureau of Labor Statistics, Washington, D. C. U. S. Department of Labor, Manpower Administration, Washington, D. C. U. S. and State Civil Service Commissions.

Competency 1.11	Describe opportunities for lifelong learning.
Instructional Procedure	Large group lecture followed by discussion. Trainees will be assigned to teams of two or three to visit a local institution or agency which provides opportunities for life-long learning. Each team will report briefly on the visit to the entire group. A list of agencies with addresses, telephone numbers, type of service and contact person will be compiled.
Assessment Procedures & Conditions	Each team will be rated on the report by the other trainees and the instructor.
Assessment Criteria	Teams will be rated as "satisfactory" by the instructor and at least 80% of the trainees.
Assessor	Faculty and trainees

Suggested Resources	Adult education programs Catalogs from post-secondary training institutions Industrial inservice programs Local newspapers

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Competency 1.12	Evaluate the relationship between mobility and employability.
Instructional Procedure	Assigned readings followed by speakers from public and private employment agencies and placement counselors from post-secondary institutions.
Assessment Procedures & Conditions	Written case analysis of different levels of employment needs in different regions of state and/or nation.
Assessment Criteria	Trainees will demonstrate success attainment of this knowledge if the analysis shows awareness that more jobs are available in different regions and if people move they can achieve employment. In addition, specific data should be provided to support the analysis with sources included.
Assessor	Faculty
Suggested Resources	Career index. Moravia, New York: Chronicle Guidance Publications, 1976.

Suggested Resources (continued)	NVGA bibliography of current career information. (6th ed.) Washington, D. C.: NVGA, 1973. Occupational outlook handbook (current edition).

Competency 1.13	Describe horizontal and vertical career ladders within a given career field.
Instructional Procedure	Assigned readings in library followed by large group lecture and discussion.
Assessment Procedures & Conditions	Short paper (3 to 5 pages) illustrating the career ladder within one field.
Assessment Criteria	A satisfactory knowledge would be exhibited if the paper presented (1) the concepts of career ladders and (2) the correct description of a career ladder to the one field.
Assessor	Faculty
Suggested Resources	Career index. Moravia, N.Y.: Chronical Guidance Publications, 1976. Dictionary of occupational titles (most recent edition). N. Y. Life Insurance Co., Public Relations Dept., 51 Madison Ave., New York, N. Y. (30 monographs on popular occupations and fields of work).

Suggested Resources (continued)	Isaacson, L. Career information in counseling and teaching. Boston: Allyn and Bacon, 1977.

Competency 1.14	Describe the training required in apprenticeship programs and specialized occupations.
Instructional Procedure	a. Large group lecture describing the concept of an apprenticeship (i.e., learning a craft under the tutelage of a skilled worker). Examples of the training and experience required by given crafts should be described. b. Teams of 2 or 3 trainees will contact a trade union and interview representatives about their apprenticeship programs. Groups will summarize the results of the interviews and identify common and unique characteristics of various apprenticeship programs.
Assessment Procedures & Conditions	Teams will prepare a written report or give a brief oral presentation to the entire class.
Assessment Criteria	Trainees must identify the major components of an apprenticeship program (e.g., work with a master craftsman, prescribed period of time, performance evaluation, etc.) to satisfactorily complete the competency.
Assessor	Faculty

Suggested Resources

Adult career education counseling and guidance resources. Portland, Oregon: Commercial-Educational Distributing Services, 1974.

Bancroft, G. The American labor force: Its growth and changing composition. New York: John Wiley, 1958.

Bureau of Apprenticeship and Training, U. S. Department of Labor, Washington, D. C., 20210.

Craftsmen. (film - 16 mm. - 18 min. - b & w) Barr Films, P. O. Box 7-C, Pasadena, Calif. 91104.

Department of Labor. Jobs for which apprenticeship training is available. Washington, D. C.: Bureau of Labor Statistics, 1971.

Directory of accredited private trade and technical schools. Washington, D. C.: National Association of Trade and Technical Schools, revised annually.

Levitan, S. A. & Mangum, C. L. Federal training and work programs in the sixties. Ann Arbor, Mich.: Institute of Labor and Industrial Relations, 1969.

Manpower report of the president. Washington, D. C.: U. S. Government Printing Office, 1969.

The blue collar trap. (film - 51 min. - 2 reels - 16 mm. - color) NBC Educational Enterprises, Inc., 30 Rockefeller Plaza, New York, N. Y., 10020.

Union locals or the state employment offices.

U. S. Department of Labor, Bureau of Apprenticeship, The national apprenticeship program. Washington, D. C.: U. S. Government Printing Office, 1968.

Competency 1.15	Demonstrate awareness of alternative preparation programs available for meeting occupational entrance requirements.
Instructional Procedure	Assign teams of 3 to 5 trainees to complete one of the following assignments: a. Visit selected agencies and work preparation programs (e.g., vocational high schools, CETA programs, Office of Vocational Rehabilitation, etc.). b. Interview career placement counselors and identify occupational preparation programs and procedures used in the institution or agency visited. c. Randomly select the names of 25 individuals from Who's Who in America and read their biographies to determine how many of them attained their positions in a conventional or unconventional manner.
Assessment Procedures & Conditions	Trainee teams will report orally to the class describing the results of their efforts and will present a one or two page paper summarizing these results to the instructor.
Assessment Criteria	Teams will be evaluated as "satisfactory" or "unsatisfactory."
Assessor	Faculty and trainee
Suggested Resources	CETA programs. Job Information Service, U. S. Employment Service. Occupational outlook handbook (most recent edition).

Suggested Resources (continued)	Office of Vocational Rehabilitation. Who's who in America. Chicago: Marquis Who's Who, Inc. (most recent edition).

Competency 1.16	Compare career opportunities in the private and public sectors.
Instructional Procedure	Assign the trainees to teams each of which will complete one of the following assignments. a. Examine advertisements for franchise businesses in the Sunday edition of the New York Times and write letters to at least five different operations to obtain data concerning the cost and procedures involved in establishing this type of business. b. Invite representative from several small businesses to participate in a panel discussion concerning the advantages and disadvantages of operating a small business. c. Interview representatives from bargaining agents which represent public or civil service employee groups concerning the current status of their negotiations. Investigate possible changes in wages and fringe benefits and potential employment possibilities.
Assessment Procedures & Conditions	Trainee teams will either report orally to the class or assume responsibility for organizing the panel presentation. Each team should summarize the procedures followed in completing the assignment.

Assessment Criteria	Trainees will be rated "satisfactory" or "unsatisfactory."
Assessor	Faculty and trainee
Suggested Resources	Employment and earnings. Bureau of Labor Statistics, Washington, D. C.: U. S. Government Printing Office. Monthly labor review. Bureau of Labor Statistics, Washington, D. C.: U. S. Government Printing Office. Occupational outlook handbook (most recent edition). Occupational outlook quarterly. Bureau of Labor Statistics, Washington, D. C.: U. S. Government Printing Office.

Competency 1.17	Describe American systems of further education by type (i.e., universities, trade and technical schools and by variables such as size, courses of study and admission procedures).
Instructional Procedure	Large group lecture and discussion followed by visits to sources of appropriate information. These could include a high school counseling office, private educational placement agencies, or the public library.
Assessment Procedures & Conditions	Trainees will complete a list of sources of information, including references, offices that could be contacted, and individuals responsible for providing the service.

Assessment Criteria	Trainees will list at least 10 references and 5 agencies which provide information describing the American system of further education. The type of information provided should be described.
Assessor	Faculty
Suggested Resources	Bureau of Apprenticeship and Training. U. S. Department of Labor, Washington, D. C.: 20210. College charts. Moravia, N. Y.: Chronicle Guidance Publications, (revised annually). Curriculum guide to the draft. Washington, D. C.: National Headquarters Selective Service System, 1976. Directory of accredited institutions. Washington, D. C.: United Business Schools Association, (published annually). Directory of accredited private home study schools. Washington, D. C.: National Home Study Council, (published annually). Directory of accredited private trade and technical schools. Washington, D. C.: National Association of Trade and Technical Schools, (published annually). Ferguson guide to two-year college programs for technicians and specialist. Chicago: J. G. Ferguson, 1971. Fine, B. Barron's profiles of American colleges. Woodbury, N. Y.: Barron's Educational Series, (most recent edition). Garraty, J. A., Adams, W. & Taylor C. The new guide to study abroad. New York: Harper, 1971. Gleazer, E. J. (ed.). American junior colleges. Washington, D. C.: American Council on Education, (most recent edition).

Suggested Resources
(continued)

Herr, E. L. & Cramer, S. H. Guidance of the college bound: Problems, practices, prospectives. New York: Appleton, Century, Crafts, 1968.

Lovejoy, C. E. Lovejoy's college guide. Redbank, N. J.: Lovejoy's College Guide, Inc., (most recent edition).

Russell, M. M. (ed.) The blue book of occupational education. New York: CCM Information Corporation, (most recent edition)

Singletary, O. A. American universities and colleges. Washington, D. C.: American Council on Education (most recent edition).

The college blue book (10 vols.). New York: Crowell, Collier and Macmillan, (published annually).

The college handbook. Princeton, N. J.: CEEB, (most recent edition).

THEORY

by Robert Rossberg

THEORY

2.1 Describe the historical development of career guidance in America.

2.2 Describe the major theoretical aspects and techniques of selected counseling approaches, particularly in regard to career guidance.

2.3 Identify contemporary problems which led to proposals for career education and career guidance.

2.4 Develop understanding of unique career needs of visible minorities (e.g., racial, sexual, and the handicapped).

2.5 Develop understanding of racial and sexual stereotyping on career choice and career success.

2.6 Analyze the problems of worker alienation and job satisfaction.

2.7 Identify psychological, sociological, economic, and cultural factors which influence career choice.

2.8 Describe the relationship which exists between aptitude and ability and career choice.

2.9 Describe the significance of career guidance in the non-vocational aspects of a person's life.

2.10 Describe differences and similarities between career guidance and career education,

2.11 Describe the relationship between personality and career choice.

2.12 Describe the relationship between interests and career choice.

2.13 Develop an understanding of the meaning and value of work.

2.14 Develop an understanding of human development as related to career development.

2.15 Describe what is meant by "career" and its concomitant terms (e.g., job, occupation, work).

2.16 Describe major theories of career development.

2.17 Describe concepts of career development common to various theories.

2.18 Describe theoretical approaches to decision-making.

2.19 Describe an understanding of the concept of career maturity.

MAJOR AREA: THEORY

Competency 2.1	Describe the historical development of career guidance in America.
Instructional Procedure	Large group lecture presentation of the highlights of the historical development of career guidance in America followed by small group discussion of lecture material and related readings.
Assessment Procedures & Conditions	A written assignment which relates the significant events in career development to related social, historical, economic and political developments.
Assessment Criteria	Trainees should describe the most significant events and individuals in the historical evaluation of career guidance. These events should be integrated in a sequential relationship and related to significant social, historical, economic and political developments in the nation.
Assessor	Faculty
Suggested Resources	Borow, H. Milestones: A Chronology of notable events in the history of vocational guidance. In H. Borow (ed.). Man in a world at work, Boston: Houghton Mifflin, 1964. Brewer, J. M. History of vocational guidance. New York: Harper, 1942. Crites, J. O. Vocational psychology. New York: McGraw-Hill, 1969, (chapter 1).

Herr, E. L. Review and synthesis of foundations of career education. Washington, D. C. U. S. Government Printing Office, 1972.

Hoyt, K. B. Professional preparation in vocational guidance. In E. L. Herr, (ed.). Vocational guidance and human development. Boston: Houghton-Mifflin, 1974, 502-528.

Parsons, F. Choosing a vocation. Boston: Houghton Mifflin, 1969.

Williamson, E. G. Vocational counseling. New York: McGraw-Hill, 1965.

Competency 2.2	Describe major theoretical aspects and techniques of selected counseling approaches, particularly in regard to career guidance.
Instructional Procedure	Large group lecture and small group discussions of the elements and variations of counseling and helping strategies in vocational and career counseling. Presentation and delineation of models, goals, and processes related to each area.
Assessment Procedures & Conditions	A multiple choice examination designed to a. identify mastery of the subject matter and/or b. reading cards which summarize each of the delineated theoretical approaches and their characteristics.

Assessment Criteria	a. Successfully master a designated level of competence on the examination and/or b. Successfully complete a required number of reading cards designed to demonstrate competence in specific theoretical areas.
Assessor	Faculty
Suggested Resources	Brewer, J. M. History of vocational guidance. New York: Harper Brothers, 1942. Carkhuff, R. & Friel, T. The art of developing a career. Amherst, Mass.: Human Resource Development Press, Inc., 1974. Herr, E. L. & Cramer, S. H. Vocational guidance and career development in the schools. Boston: Houghton Mifflin, 1972, (chapter 9). Hanson, J. C., Stevic, R. R., & Warner, R. W. Counseling: Theory and process. Boston: Alyn and Bacon, 1977. Pietrofesa, J. & Spelte, H. Career development: Theory and research. New York: Grune and Stratton, 1975. Pietrofesa, J. J., Hoffman, A., Splete, H. H. & Pinto, D. V. Counseling: Theory, research, and practice. Chicago, Ill.: Rand, McNally, 1978. Paterson, D. G. (ed.). Analysis of the individual. Occupations, The Vocational Guidance Magazine, 1934, 42, 5. Shertzer, B. & Stone, S. C. Fundamentals of counseling. Boston: Houghton Mifflin, 1974. Super, D. E. Transition from vocational guidance to counseling psychology. Journal of Counseling Psychology, 1955, 22, 3-9.

Super, D. E. The psychology of careers. New York Harper & Row, 1957.

Tolbert, E. L. Counseling for career development. Boston: Houghton Mifflin, 1974, (chapters 6 & 7).

Williamson, E. G. A concept of counseling. Occupations The Vocational Guidance Magazine, 1950, 29, 182-189.

Competency 2.3

Identify contemporary problems which led to proposals for career education and career guidance.

Instructional Procedure

Utilize a modified role play technique by forming into various social interest groups including representatives of labor, industry, the educational establishment, and legislators, in addition to racial interest groups, including various ethnic minorities, women and individuals with special needs such as physically handcapping conditions:

a. Each group meets together as a self-serving interest group and identifies its special concern.
b. The group meets as a whole and shares interests, conflicts and specific concerns.
c. The group as a whole catalogues the varieties of needs for career education and career guidance.

Assessment Procedures & Conditions

a. Each subgroup will assess its own catalogue of needs in comparison to published needs by the various interest groups.

b. The group as a whole will compare its own productions to available published resources.

Assessment Criteria: Peer group assessment will be utilized to ascertain if all counselor problems have been interpreted correctly.

Assessor: Trainee

Suggested Resources

Berg, I. Education and jobs: The great training robbery. New York: Praeger, 1970.

Clark, K. Alternative public school systems. In B. Gross & R. Gross (eds.). Radical school reform. New York: Simon and Schuster, 1969, 116-125.

Douglas, J. D. Youth in turmoil. Washington, D. C.: U. S. Government Printing Office, 1970.

Flacks, R. Youth and social change. Chicago: Markham Publishing Co., 1970.

Friedenberg, E. Z. The vanishing adolescent. New York: Dell Publishing, 1959.

Galbraith, J. K. The new industrial state. New York: Houghton Mifflin, 1967.

Goodman, P. Growing up absurd. New York: Vintage Press, 1956.

Goodman, P. Compulsory miseducation. New York: Vintage Press, 1962.

Harrington, M. The accidental century. Baltimore, Md.: Penguin Books, 1966.

Holt, J. How children learn. New York: Dell Publishing, 1967.

Suggested Resources
(continued)

Holt, J. Instead of education. New York: E. P. Dutton, 1976.

Illich, I. Deschooling society. New York: Harper & Row, 1970.

Keniston, K. Youth and dissent. New York: Harcourt, Brace and Jovanovich, 1972.

Kohl, H. The open classroom: A practical guide to a new way of teaching. New York: Random House, 1970.

Leonard, G. G. Education and ecstasy. New York: Dell Publishing, 1969.

Middleton, R. & Putney, S. Student rebellion against parental political beliefs. Social Forces, 1963, 41, 377-383.

Myrdal, G. An American dilemma: The Negro problem and modern democracy. New York: Harper and Row, 1944.

Payne, S., Summers, D. A., & Stewart, T. R. Value differences across three generations. Sociometry, 1973, 36, 20-30.

Postman, N. & Weingartner, C. Teaching as a subversive activity. New York: Dell Publishing, 1969.

Scott, R. Muscle and blood. Garden City, N.Y. Doubleday, 1974.

Silberman, C. E. Crisis in the classroom: The remaking of American education. New York: Random House, 1970.

Slater, P. E. The pursuit of loneliness: American culture at the breaking point. Boston: Beacon Press, 1970.

Terkel, S. Working. New York: Pantheon, 1974.

Competency 2.4	Develop understanding of unique career needs of visible minorities (i.e., racial, sexual, and the handicapped).
Instructional Procedure	a. Following up on 2.3 above, a large group lecture dealing with the needs, status and special legislation affecting the visible minorities should be presented. b. Representatives of each of the interested groups should be invited to make brief presentations summarizing their personal experiences and concerns in this area.
Assessment Procedures & Conditions	Several brief written papers (2 to 3 pages) will be required dealing with each of the identified target populations indicating the historical problems, the social situations of those with unique roles, legislative and educational developments, psychological implications of powerlessness and unresolved problems.
Assessment Criteria	The faculty member will evaluate the scope of the trainee's understanding as represented in his/her written paper. Field supervisors will be surveyed for any indication of difficulties in trainees understanding of the specific needs of these special target populations. Trainees will be asked to assess the status of their own understanding of these issues.
Assessor	Faculty, trainee and field supervisor

Suggested Resources

Anderson, G. & Fuller, C. A focus on career guidance. Journal of Non-White Concerns in Personnel and Guidance. 1976, 5, 29-33.

Aragon, J. A. and Vilbarri, S. R. Learn, amigo, learn. Personnel and Guidance Journal, 1971, 50, 119-129.

Balten, M. D. & Kestenbaum, S. Older people, work, and full employment. Social Policy. 1976, 7, 30-33.

Beck, J. D. The counselor and black-white relationships. Guidance Monograph Series, Boston: Houghton Mifflin, 1973.

Career Education Project. Women and the world of work. Newton Center, Mass.: Education Development Center, 1975.

Ginzberg, E. Career guidance: Who needs it, who provides it, who can improve it. New York: McGraw Hill, 1971.

Gornick, V. & Moran, B. (eds.). Women in sexist society: Studies in power and powerlessness. New York: Basis Books, 1971.

Jacques, M. E. Rehabilitation counseling: Scope and services. Boston: Houghton Mifflin, 1970.

Kincaid, M. Identify and therapy in the black community. Personnel and Guidance Journal, 1969, 49, 884-890.

Lewis, E. C. Counselors and girls. Journal of Counseling Psychology. 1965, 12, 159-166.

Lewis, J. (ed.). Woman and counselors. Personnel and Guidance Journal, 1972, 51, 85-160.

Mathews, E. et al. Counseling girls and women over their life span. NVGA Monograph. Washington, D. C.: APGA, 1971.

Palomares, U. H. & Haro, J. Viva la raza! Personnel and Guidance Journal, 1971, 50, 119-129.

Suggested Resources
(continued)

Parmenter, T. R. The vocational development of the learning disabled: Implications for life-long learning. Australian Journal of Mental Retardation. 1976, 4, 8-14.

Pollack, E. & Menacker, R. Spanish speaking students and guidance. Guidance Monograph Series, Boston: Houghton Mifflin, 1971.

Puerto Rican youth speaks out: Some quotations. Personnel and Guidance Journal. 49, 1971, 721-726.

Rapoza, R. S. & Blocher, D. H. Cinderella effect: Planning avoidance in girls. Counseling and Values. 1976, 21, 12-18.

Russell, R. D. Black perceptions of guidance. Personnel and Guidance Journal. 1970, 48, 721-728.

Sewell, T. E. & Martin, R. P. Racial differences in patterns of occupational choice in adolescents. Psychology in the Schools. 1976, 13, 326-333.

Sheppard, N. A. Career education for older people. Educational Gerontology. 1976, 1, 399-412.

Sinick, D. Counseling older persons: Career change and retiremend. Vocational Guidance Quarterly. 1976, 25, 18-24.

Smith, P. M. Black activists for liberation, not guidance. Personnel and Guidance Journal, 1970, 48, 763-766.

Spang, Alonzo, T. Understanding the Indian. Personnel and Guidance Journal, 1971, 50, 97-102.

Stone, B. & Cook, B. Women and guidance. Guidance Monograph Series, Boston: Houghton Mifflin, 1973.

Turner, R. H. Some aspects of women's ambition. American Journal of Sociology. 1964, 70, 271-86.

Suggested Resources (continued)

Useem, R. H. Changing cultural concepts in women's lives. Journal of the National Association of Women Deans and Counselors. 1960-61, 24, 29-34.

Vontress, C. E. Counseling blacks. Personnel and Guidance Journal. 1970, 48, 713-720.

Vontress, E. C. Racial differences: Impediments to rapport. Journal of Counseling Psychology. 1971, 18, 7-13.

Vontress, C. E. Counseling Negroes. Guidance Monograph Series, Boston: Houghton Mifflin, 1971.

Wing, S. D. & Stanley, S. Counseling Chinese-Americans. Personnel and Guidance Journal. 1972, 50, 637-644.

Your child's right to an education: A guide for parents of handicapped children in New York State. Albany: New York: The New York State Education Department, 1977.

Competency 2.5

Develop understanding of racial and sexual stereotyping in career choice and career success.

Instructional Procedure

a. Through the use of small group discussion and building on knowledge and understanding gained in 2.4 above, attempt to identify myths, beliefs, and commonly accepted ideas concerning the career choice and career success of racially and sexually excluded populations.
b. Ascertain the relative accuracy or inaccuracy of these stereotypes through the examination of the professional literature.

c. Indicate which stereotypes and myths are blatently false, which may be true, and which need further examination.

Assessment Procedures & Conditions

Trainees will interview two or more individuals to assess their attitudes towards racial or sexual stereotyping. The interviews will be summarized in a 3 to 7 page paper and related to relevant research.

Assessment Criteria

Papers will be rated as "satisfactory" or "unsatisfactory" based on the quality of thinking and insight and the extend of scholarship using the criteria of objectivity, thoroughness and comprehensiveness of resources cited.

Assessor

Faculty

Suggested Resources

American Association of University Women. Fact sheet on AAUW survey exploring sex discrimination on the college campus. Washington: Press Release, 1970.

Astin, H. D., Suniewick, V. & Diveck, S. Women: a bibliography on their education and careers. Washington, D. C.: Human Services Press, 1971.

Ausubel, D. P. Ego development among segregated Negro children. Mental Hygiene. 1958, 42, 362-369.

Berry, J. Educational innovation and an era, in counseling girls and women over the life span. Washington : National Vocational Guidance Assn., 1972, 75-87.

Bernstein, B. Language and social class. British Journal of Sociology. 1960, 11, 271-276.

Calderone, M. S. New roles for women. School Review, The University of Chicago, Special Issue, Women and Education, 1972, 80, 275-287.

Cook, B. & Stone, B. Counseling women. Guidance Monograph Series, Boston: Houghton Mifflin, 1973.

Clark, K. B. Dark ghetto. New York: Harper and Row, 1965.

Forbes, J. D. Mexican Americans: A handbook for educators. Berkeley: Far West Laboratory for Educational Research and Development, 1967.

Greer, G. The female eunuch. McCall's, March, 1971, 147.

Kearney, A. G. & Clayton, R. L. Career education and blacks: Trick or treat. The School Counselor, 1973, 21, 102-108.

Lewis, O. A study of slum culture: Backgrounds for la vida. New York: Random House, 1968.

Maccoby, E. E. (ed.). The development of sex differences. Stanford, Calif.: Stanford University Press, 1966.

MacPherson, M. Challenging the books that teach girls their places. The Washington Post, June 6, 1971.

McCord, W., Howard, J., Friedberg, B. & Harwood, E. Life styles in the black ghetto. New York: W. W. Norton, 1969.

Ross, A. M. & Hill, W. (eds.). Employment, race, and poverty. New York: Harcourt, Brace and World, 1967.

U. S. Department of Labor, Women's Bureau. Continuing education programs and services for women. Washingtonm D. C.: Government Printing Office, 1971.

Suggested Resources (continued)	Vontress, C. E. Counseling Negroes. Guidance Monograph Series. Boston: Houghton Mifflin, 1971. Weisstein, N. Kinder, kuche, kirche as scientific law: Psychology constructs the female. Motive, 1969, 29, 75-85.

Competency 2.6	Analyze the problems of worker alienation and job satisfaction.
Instructional Procedure	Develop a theoretical presentation in lecture form for the large group consideration on the topic of worker alienation. Identify the economic social, psychological and situational, components, of worker alienation and relate the latter to studies of job satisfaction.
Assessment Procedures & Conditions	Require each trainee to complete a case study of a work situation and assess the latter for relative job satisfaction within the framework of the principles outlined in the lecture. Individuals who manifest obvious signs of dissatisfaction such as strikes or job actions may be studied.
Assessment Criteria	The written case studies will be rated "satisfactory" if the principles, study design and integrated evaluation of the work is adequately presented.
Assessor	Faculty

Suggested Resources

Crites, J. O. Vocational psychology. New York: McGraw-Hill, 1969.

Cummings, T. G. & Manring, S. L. The relationship between worker alienation and work-related behavior. Journal of Vocational Behavior. 1977, 10, 166-177.

Elizur, D. & Tziner, A. Vocational needs, job rewards, and satisfaction: A cononical analysis. Journal of Vocational Behavior. 1977, 10, 205-210.

Freud, S. Civilization and its discontents. New York: W. W. Norton, 1962.

Gooding, J. The job revolution. New York: Walker, 1972.

Hahn, C. P. Dimensions of job satisfaction and career motivation. Pittsburgh, Pa.: American Institute for Research, 1959.

Levitan, S. & Johnston, W. Work is here to stay, alas. Salt Lake City: Olympus, 1973.

Marcuse, H. Eros and civilization: A philosophical inquiry into Freud. Boston, Mass.: Beacon Press, 1955.

Riesman, D., Galzer, N. & Denney, R. The lonely crowd. New Haven: Yale University Press, 1951.

Scott, R. Muscle and blood. Garden City, N. Y.: Doubleday, 1974.

Sennett, R. & Cobb, J. The hidden injuries of class. New York: Knopf, 1972.

Sheppard, H. L. & Herrick, N. O. Where have all the robots gone? New York: Free Press, 1972.

Silberman, C. E. The myths of automation. New York: Harper, 1966.

Suggested Resources (continued)	Special Task Force. Department of Health, Education and Welfare. Work in America. Cambridge, Mass.: M. I. T. Press, 1973. Terkel, S. Working. New York: Pantheon, 1974.

Competency 2.7	Identify psychological, sociological economic and cultural factors which influence career choice.
Instructional Procedure	Large group presentation of material followed by small group discussion and examination of the available research and theoretical data dealing with these areas.
Assessment Procedures & Conditions	Produce several case studies which examine the various influences of psychological, sociological, economic and cultural factors on the career choices of those studies. Relate this data to the research literature.
Assessment Criteria	Trainees should identify general factors in each of the aformentioned areas and apply them to the individuals in the study.
Assessor	Faculty
Suggested Resources	Brown, D. Students' vocational choices: A review and critique. Boston, Mass.: Houghton Mifflin, 1970. Caplow, T. The sociology of work. Minneapolis, Minn.: The University of Minnesota Press, 1954.

Suggested Resources
(continued)

Crites, J. Vocational psychology. New York: McGraw-Hill, 1969, (chapters 2, 5, and 6).

Grimm, V. E. & Nachmais, R. The effect of cognitive style and manifest anxiety on intellectual and vocational interest in adolescents. Journal of Vocational Behavior. 1977, 10, 146-155.

Herr, E. L. Decision-making and vocational development. Boston, Mass.: Houghton Mifflin, 1970.

Herr, E. L. (ed.). Vocational guidance and human development. Boston, Mass.: Houghton Mifflin, 1974, (chapters 6-9).

Hodgson, M. L. & Cramer, S. H. The relationship between selected self-estimated and measured abilities in adolescents. Measurement and Evaluation in Guidance. 1977, 10, 98-104.

Special Task Force. Department of Health Education and Welfare. Work in America. Cambridge, Mass.: M. I. T. Press, 1973.

Super, D. E. The psychology of careers. New York: Harper & Brothers, 1957.

Tolbert, E. L. Counseling for career development. Boston, Mass.: Houghton Mifflin, 1974.

Zytowski, D. G. The influence of psychological factors upon vocational development. Boston, Mass.: Houghton Mifflin, 1970, (chapters 3 through 7).

Competency 2.8	Describe the relationship which exists between aptitude and ability and career choice.
Instructional Procedure	Examine the published research literature which deals with the relationship between aptitudes and ability and career choice. Through readings, lecture and discussion summarize the predictive relationship between the variables cited and the exercise of career choice.
Assessment Procedures & Conditions	Performance will be assessed in an essay examination which will require the trainees to demonstrate understanding of the implications of research in the area, including what may be accurately predicted and the limitations of the latter.
Assessment Criteria	Trainees will complete an essay based on concepts, context and trends in this area. The examination should also assess knowledge of sources of data that are available to update knowledge in this area.
Assessor	Faculty
Suggested Resources	Anastasi, A. Psychological testing. New York: Macmillan, 1967. Chiminero, A. R., Calhoun, K. S. & Adams, H. E. Handbook of behavioral assessment. New York: Wiley, 1977. Chronbach, L. J. Essentials of psychological testing. New York: Harper & Row, 1970.

Suggested Resources (continued)

Flanagan, J. C. The first fifteen years of project TALENT: Implications for career guidance. Vocational Guidance Quarterly. 1973, 22, 8-14.

Flanigan, J. C. Some pertinent findings of project TALENT. Vocational Guidance Quarterly. 1973, 22, 92-96.

Goldman, L. Using tests in counseling. New York: Appleton-Century-Crofts, 1971.

Jackson, D. N. & Messick, S. (eds.). Problems in human assessment. New York: McGraw-Hill, 1967.

Super, D. E. & Crites, J. O. Appraising vocational fitness through psychological means. New York: Harper & Row, 1962.

Super, D. E. The psychology of careers. New York: Harper and Row, 1957.

Thorndike, R. L. & Hagen, E. Ten thousand careers. New York: John Wiley, 1959.

Competency 2.9

Describe the significance of career guidance in the non-vocational aspects of a person's life.

Instructional Procedure

Through large group presentation and small group discussions, examine the changing nature of work related and non-work related activities over the past century. Identify the changing patterns of leisure in society in general. Identify and describe the significance of avocational activities in an increasingly automated society.

Assessment Procedures & Conditions	Through the case study method examine the allocation of time by workers in a variety of occupational levels. Identify the time spent, variety of activities and expressed satisfaction with job related and non-job related activities. Indicate the significance of the conclusions for avocational and leisure time pursuits as well as the relationship between the latter and career guidance.
Assessment Criteria	Demonostration of comprehension through the ability to see the relationship between career and avocational interests and pursuits through the case study method.
Assessor	Faculty
Suggested Resources	Cohen, J. The ideas of work and play. British Journal of Sociology. 1953, 4, 312-322. de Grazia, S. Of time, work and leisure. New York: The Twentieth Century Fund, 1962. Dubin, R. Industrial workers' worlds: A study of the "central life interests" of industrial workers. Social Problems. 1955, 3, 131-142. Kaplan, M. Issues in America: A social inquiry. New York: Wiley, 1960. Larrabee, E. & Meyersohn, R. (eds.). Mass leisure. New York: Frieden of Glencoe, 1958. Mobley, T. A. et al. Leisure attitudes and program participation. Parks and Recreation. 1976, 11, 20-22.

Suggested Resources (continued)	Montagu, A. On being human. New York: Hawthorn Books, 1966. Neff, W. S. & Helfano, A. A Q-sort instrument to assess the meaning of work. Journal of Counseling Psychology. 1963, 10, 139-145. Piel, [illegible]. The future of work. Vocational Guidance Quarterly. 1961, 10, 4-10. Sinick, D. Counseling older persons: Career change and retirement. Vocational Guidance Quarterly. 1976, 25, 18-24. Thompson, A. S. & Davis, J. A. What workers mean by security. Personnel Psychology. 1956, 9, 229-241.

Competence 2.10	Describe the differences and similarities between career guidance and career education.
Instructional Procedure	Through lecture and discussion present definitions, goals and programmatic designs which deal with the similarity and differences between career guidance and career education.
Assessment Procedures & Conditions	Trainees must successfully identify at least 5 similarities and differences between career education and career guidance. Similarities and differences in goals and the overlap between the two areas of concern should be indicated by the submission of written definitions.

Assessment Criteria	Demonstrate the ability to define and discriminate between career education and career guidance, as indicated by the definitions submitted. If the definitions are not original, the sources should be cited.
Assessor	Faculty
Suggested Resources	Bailey, L. J. & Stadt, R. Career education: New approaches to human development. Bloomington, Ill.: McKnight Publishing, 1973. Borow, H. Career guidance for a new age. Englewood Cliffs, N. J.: Prentice Hall, 1973. Campbell, R. et al. Career guidance: A handbook of methods. Columbus, Ohio: C. E. Merrill, 1973. Ginzberg, E. Career guidance. New York: McGraw-Hill, 1971. Goldhammer, K. & Taylor, R. E. (eds.). Career education: Perspective and promise. Columbus, Ohio: C. E. Merrill, 1972. Harkness, C. A. Career counseling: Dreams and reality. Springfield, Ill.: C. C. Thomas, 1976. Healy, C. C. Career counseling for teachers and counselors. Englewood Cliffs, N. J.: Houghton Mifflin, 1976. Herr, E. L. Review and synthesis of foundations for career education. Washington, D. C.: U. S. Government Printing Office, 1972. Herr, E. L. Manpower policies, vocational guidance and career development. In E. L. Herr (ed.). Vocational Guidance and Human Development. Boston: Houghton Mifflin, 1974.

Suggested Resources (continued)	McLure, L. & Buan, C. (eds.). Essays on career education. Portland, Oregon: Northwest Regional Educational Laboratory, 1973. Oeters, H. H. & Hansen, J. C. (eds.). Vocational guidance and career development. New York: Macmillan, 1971. Ressler, R. Career education: The new frontier. Worthington, Ohio: C. A. Jones, 1973. Stevenson, J. B. An introduction to career education. Worthington, Ohio: C. A. Jones, 1973. Tennyson, W. W. et al. Vocational development and guidance. New York: MSS Information, 1974.

Competency 2.11	Describe the relationship betwwen personality and career choice.
Instructional Procedure	Lecture and presentation on the material pertinent to the relationship between personality and career choice.
Assessment Procedures & Conditions	Assess ability of trainees to summarize the literature and implications of the relationship between the variable of personality and career choice.
Assessment Criteria	Trainees must cite at least 15 pertinent research studies in the area of personality development and its relationship to career choice.

Assessor

Faculty

Suggested Resources

Barnett, R. Personality correlates of vocational planning. Genetic Psychology Monographs. 1971, 83, 309-356.

Bloom, B. S. Stability and change in human characteristics. New York: Wiley, 1964.

Borow, H. (ed.). Man in a world of work. Boston, Mass.: Houghton Mifflin, 1964, (chapter 9).

Chown, S. M. Personality factors in the formation of occupational choice. British Journal of Educational Psychology. 1959, 29, 23-33.

Cohen, D. Differentiating motivation underlying vocational choice. Journal of Educational Research. 1971, 64, 229-234.

Crites, J. Vocational psychology. New York: McGraw-Hill, 1969, (chapters 1 and 3).

Danesino, A. & Layman, W. A. Contrasting personality patterns of high and low achievers among college students of Italian and Irish descent. Journal of Psychology. 1969, 72, 71-83.

Ginzberg, E. et al. Occupational choice. New York: Columbia University Press, 1951.

Harris, C. M. Scholastic self-concept in early and middle adolescence. Adolescence. 1971, 6, 269-278.

Roe, A. The psychology of occupations. New York: Wiley, 1956.

Super, D. E., Starishevsky, R., Matlin, N. & Jordaan, J. P. Career development: Self-concept theory. New York: CEEB, 1963,

Suggested Resources (continued)	Tiedeman, D. V. & O'Hara, R. P. Career development: Choice and adjustment - Differentiation and integration in career development. New York: CEEB, 1963. Zytowski, D. B. Psychological influences on vocational development. Boston: Houghton Mifflin, 1970.

Competency 2.12	Describe the relationship between interests and career choice.
Instructional Procedure	a. Lecture and presentation on the material pertinent to the relationship between interests and career choice. b. Trainees will form small groups (N = 4 to 6) to discuss the role interests played in their choice of careers. c. Trainees will complete at least three interest inventories. d. Trainees will form dyads and will administer an interest inventory to a group of at least 10 public school children.
Assessment Procedures & Conditions	Assess the ability of the trainees to summarize the literature and the relationship between the variables of interest and career choice. In addition, the accuracy of their interpretations of the results of their personal interest inventories, as well as those administered to the public school children will be evaluated.

Assessment Criteria	a. Trainees must cite at least 10 pertinent research studies in the area of interest development and its assessment and the relationship to career choice. b. Apply research on interest inventories to trainee's own career choice and evaluate the latter. c. Take at least three interest inventories and discuss the possible implications of the results in a 5 to 10 page paper. d. Evaluate and interpret the interest inventory scores of the small group of students tested.
Assessor	Faculty, trainee
Suggested Resources	Campbell, D. P. Handbook for the strong vocational interest blank. Stanford, Calif.: Stanford University Press, 1971. Chronbach, L. J. Essentials of psychological testing. New York: Harper and Row, 1970. Crites, J. Vocational psychology. New York: McGraw-Hill, 1969, (chapter 2). Goldman, L. Using tests in counseling. New York: Appleton-Century-Crofts, 1971. Hanson, G. R. & Rayman, J. Validity of sex-balanced interest inventory. Journal of Vocational Behavior. 1976, 9, 279-290. Kudor, G. F. Occupational interest survey: General manual. Chicago, Ill.: Science Research Associates, 1970. Moore, T. L. & McLean, J. E. A validation study of the career maturity inventory attitude scale. Measurement and Evaluation in Guidance. 1977, 10, 113-115.

Suggested Resources (continued)	Super, D. E. & Crites, J, O. Appraising vocational fitness. New York: Harper and Row, 1962. Westbrook, B. W. The relationship between career choice attitudes and career choice competencies of ninth-grade pupils. Journal of Vocational Behavior. 1976, 9, 119-125.

Competency 2.13	Develop an understanding of the meaning and value of work.
Instructional Procedure	Systematically guide trainees to examine segments of the literature on the meaning and value of work focusing on the historical and psychological point of view. Lecture and discussion in large and small groups will be used to supplement the readings.
Assessment Procedures & Conditions	Trainees will prepare two written evaluations 5 to 10 pages in lengths describing the role of work as an historical, ethical, and psychological element in the lives of humans.
Assessment Criteria	Trainees should demonstrate the relationship between work and work styles and economic, social and political structures through specified periods of history (e.g., 18th century, 19th century, 1930's, etc.) Relationships between the selected period and present society should be noted.
Assessor	Faculty

Suggested Resources

Arendt, H. The human condition. Chicago: The University of Chicago Press, 1958.

Blaten, M. D. & Kentenbaum. S. Older people, work, and full employment. Social Policy. 1976, 7, 30-33.

Borow, H. (ed.). Man in a world at work. Boston: Houghton-Mifflin, 1964, (chapters 2, 4, 5, 6, 7).

Cummings, T. G. & Manring, S. L. The relationship between worker alienation and work-related behavior. Journal of Vocational Behavior. 1977, 10, 166-177.

Gooding, J. The job revolution. New York: Walker Press, 1972.

Hazer, J. T. Job satisfaction: A possible integration of two theories. Training and Development Journal. 1976, 30, 12-14.

Murphy, P. P. & Burck, H, D. Career development of men at mid-life. Journal of Vocational Behavior, 1976, 9, 337-342.

Nasow, S. & Form, W. H. (eds.). Man, work and society. New York: Basic Books, 1962.

Neffe, W. Work and human behavior. Chicago: Aldine-Atherton Press, 1968.

Terkel, S. Working. New York: Random House, 1972.

Tilgner, A. Work: What it has meant to men through the ages. New York: Harcourt and Brace, 1930.

Weinstein, A. Why people work. New York: Collier, 1964.

Competency 2.14	Develop an understanding of human development as related to career development.
Instructional Procedure	a. Develop an instructional unit for presentation to a large group which deals with the application of the principles of general human development from a variety of viewpoints in regard to the special area of career development. b. Identify several individuals known personally to whom the theoretical principles identified above can be related.
Assessment Procedures & Conditions	Trainees will complete an essay 5 to 10 pages in length which identifies the principles of human development which relate to career development and will apply these principles to the case histories of the individuals selected.
Assessment Criteria	Trainees should demonstrate an adequate understanding of the principles of human development in regard to career development and should identify specific career development tasks at appropriate levels of evolving maturity.
Assessor	Faculty
Suggested Resources	Beilin, H. The application of general developmental principals to the vocational area. Journal of Counseling Psychology. 1955, 2, 53-57. Childs, G. B. Is the work ethic realistic in an age of automation? Phi Delta Kappan. 1965, 61, 370-375.

Suggested Resources
(continued)

Deutscher, M. Adult work and developmental models. American Journal of Orthopsychiatry, 1968, 38, 882-892.

Herr, E. L. (ed.). Vocational guidance and human development. Boston: Houghton-Mifflin, 1974, (chapters 11 & 12).

Hershenson, D. B. Life-stage vocational development system. Journel of Counseling Psychology. 1968, 15, 23-30.

Hollander, J. W. Development of vocational decisions during adolescence. Journal of Counseling Psychology. 1971, 18, 244, 248.

Kovar, L. C. Faces of the adolescent girl. Englewood Cliffs, N. J.: Prentice Halls, 1968.

Osipow, S. H. Theories of career development. New York: Appleton-Century-Crofts, 1968, (Chapter 3).

Osipow, S. H. Vocational behavior and career development 1975: A review. Journal of Vocational Behavior. 1976, 9, 129-142.

Parmenter, T. R. The vocational development of the learning disabled: Implications for life-long learning. Australian Journal of Mental Retardation. 1976, 4, 8-14.

Peters, H. J. & Hansen, J. C. Vocational guidance and career development. New York: The Macmillan Company, 1971.

Sewell, T. E. & Martin, R. P. Racial differences in patterns of occupational choice in adolescents. Psychology in the Schools. 1976, 13, 326-333.

Sewell, W. H., Haller, A. O. & Portes, A. The educational and early occupational attainment process, American Sociological Review. 1969, 34, 82-92.

Suggested Resources (continued)	Sexton, P. Negro career expectations. Merrill-Palmer Quarterly, 1963, 9, 303-316. Sinick, D. Counseling older persons: Career change and retirement. Vocational Guidance Quarterly. 1976, 25, 18-24. Tilgher, A. Work: What it has meant through the ages. (tr. by D. C. Fisher), Chicago: Henry Regnery Co., 1964. Zytowski, D. G. Toward a theory of career development. Personnel and Guidance Journal, 1969, 660-664.

Competency 2.15	Describe what is meant by "career" and its concomitant terms (e.g., job, occupation, work).
Instructional Procedure	Trainees should be assigned the responsibility of collecting a variety of definitions from varied sources pertaining to the use of the term "career" and "work". These definitions should be given to a sub-committee to be organized, classified and distributed to the entire group as a preparation for a general class discussion during which the implications of the term in various historical periods and social groups will be discussed.
Assessment Procedures & Conditions	Individual trainees should assemble at least 10 definitions of terms related to career and work. Sources for the terms should be included.

Assessment Criteria	Trainees will be rated "satisfactory" or "unsatisfactory."
Assessor	Faculty
Suggested Resources	Aristotle. Politics. New York: Modern Library, 1943.

Drucker, P. The age of discontinuity. New York: Harper and Row, 1969.

Evans, R. N. Foundations of vocational education. Columbus, Ohio: Charles E. Merril, 1971.

Ginzberg, E., Ginzberg, S. W., Axelrad, S. & Herma, J. L. Occupational choice. New York: Columbia University Press, 1951.

Issacson, L. E. Career information in counseling and teaching. Boston, Mass.: Allyn and Bacon, 1077.

Johnston, D. F. The future of work: Three possible alternatives. Monthly Labor Review. 1972, 95, 3-11.

Miller, D. C. & Form, W. H. Industrial sociology. New York: Harper & Row, 1964.

Tilgher, A. Work through the ages. In S. Nosow & W. H. Form (eds.). Man, work and society: A reader in the sociology of occupations. New York: Basic Books, 1962,

Competency 2.16	Describe major theories of career development.
Instructional Procedure	Large group lecture/discussion and completion of assigned readings. Trainees will review appropriate primary and secondary sources for each of the following theoretical approaches: a. trait-factor b. sociological c. self-concept d. psychological/psychoanalytic
Assessment Procedures & Conditions	Trainees will complete an essay in which the major concepts of each of the above theoretical approaches are outlined. At least one major authority must be cited for each theory. Students should also indicate that the theories are not independent of one another and that other classification systems could be used.
Assessment Criteria	Trainees will be rated "satisfactory" if they complete an essay including each of the above criteria. Those who are unsuccessful will be rated "unsatisfactory" and will complete another essay after reviewing the material.
Assessor	Faculty
Suggested Resources	Ginzber, E., et al. Occupational choice. New York: Columbia U. Press, 1951. Hoppock, R. Occupational information. New York: McGraw-Hill, 1976. Miller, C. C., & Form, W. H. Industrial sociology. New Yokr: Harper & Row, 1951.

Suggested Resources (continued)	Osipow, S. H. Theories of career development. New York: Appleton-Century-Crofts, 1968. Roe, A. Early determinants of vocational choice. Journal of Counseling Psychology. 1957, 4, 212-217. Super, D. E. The psychology of careers. New York: Harper & Row, 1957. Williamson, E. G. Vocational counseling. New York: McGraw-Hill, 1965.

Competency 2.17	Describe concepts of career development common to various theories.
Instructional Procedure	a. Lecture and large group/small group discussion concerning the differences, commonalities and interrelationships among the various theories, particularly those reviewed in 2.16 above. Provide a developmental matrix that provides trainees with the opportunity to compare the various theories. b. Trainees will form teams of two or three to develop a theory of career development which will be presented to the class for review.
Assessment Procedures & Conditions	Each theory developed by a team will be evaluated by the trainees and the instructor. The group will attempt to reach a consensus.

Assessment Criteria	Each theory will be rated "superior," "satisfactory," or "unsatisfactory." Those rated as unsatisfactory should be redone. The criteria on which these will be rated will include originality, as well as a base of available research data.
Assessor	Faculty, trainees.
Suggested Resources	Ginzberg, E., et al. Occupational choice. New York: Columbia U. Press, 1951. Hoppock, R. Occupational information. New York: McGraw-Hill, 1976. Miller, C. C., & Form, W. H. Industrial sociology. New York: Harper & Row, 1951. Osipow, S. H. Theories of career development. New York: Appleton-Century-Crofts, 1968. Roe, A. Early determinants of vocational choice. Journal of Counseling Psychology. 1957, 4, 212-217. Super, D. E. The psychology of careers. New York: Harper & Row, 1957. Williamson, E. G. Vocational counseling. New York: McGraw-Hill, 1965.

Competency 2.18	Describe theoretical approaches to decision making.
Instructional Procedure	Present a model for an analytical framework for decision-making in counseling by means of a formal presentation to a large group. Provide opportunities to discuss the model and its application in various decision-making approaches in small groups (N= 3 to 7).

Assessment Procedures & Conditions	A multiple-choice and essay examination will be administered to the trainees based on the material reviewed during the lecture. They will be required to reproduce or develop an original model for decision-making in counseling.
Assessment Criteria	A final grade of 80 percent or higher will be required.
Assessor	Faculty
Suggested Resources	Carkhuff, R. R. The art of problem-solving: A guide for developing problem-solving skills for parents, teachers, counselors and administrators. Amherst, Mass.: Human Resource Development Press, 1973. Gelatt, H, B. Decision-making: A conceptual frame of reference for counseling. Journal of Counseling Psychology. 1962, 9, 240-245. Herr, E. L. & Cramer, S. H. Vocational guidance and career development in the schools. Boston: Houghton Mifflin, 1972. Hilton, T. L. Career decision-making. Journal of Counseling Psychology. 1962, 9, 291-298. Katz, M. A model of guidance for career decision making. Vocational Guidance Quarterly. 1966, 15, 2-10. Osipow, S. H. Theories of career development. New York: Appleton-Century-Crofts, 1968. Pietrofesa, J. J., Hoffman, A., Splete, H. H. & Pinto, D. V. Counseling: Theory, research and practice. Chicago, Ill.: Rand McNally, 1978. (chapter 9).

Suggested Resources (continued)	Russell, M. J. & Thorensen, C. C. Teaching decision-making skills to children. In J. D. Krumboltz & Thorensen, C. E. Counseling Methods. New York: Holt, Rinehart and Winston, 1976, 377-384. Stewart, N. R. & Winborn, B. B. A model for decision-making in systematic counseling. Educational Technology, 1973, 13, 13-15. Thorenson, C. E. & Mehrens, W. A. Decision theory and vocational counseling: Important concepts and problems. Personnel and Guidance Journal. 1967, 46, 165-172.

Competency 2.19	Describe an understanding of the concept of career maturity.
Instructional Procedure	Use a large group lecture followed by a small group discussion to develop a model of career development which highlights the concept of career maturity as as identifiable and measurable process. Indicate the measures currently available and the effectiveness which each contributes to the understanding of career maturity. Present an historical, we well as a current, view of career maturity.
Assessment Procedures & Conditions	Assess the trainees' ability to define and identify relevant concepts in the area of career development by using an objective/essay examination.
Assessment Criteria	A minimum grade of 90 percent must be attained on the examination.

Assessor	Faculty
Suggested Resources	Crites, J. O. The maturity of vocational aptitudes in adolescence. Washington, D. C.: APGA. 1971. Herr, E. L. (ed.). Vocational guidance and human development. Boston: Houghton Mifflin, 1974, (chapters 11 and 12). Super, E. D. (ed.). Measuring vocational maturity for counseling and evaluation. Washington, D. C.: National Vocational Guidance Association, 1975. Super, D. E. & Overstreet, D. E. The vocational maturity of ninth grade boys. New York: Teachers College, Bureau of Publications, 1960.

PLACEMENT

by Stanley H. Cramer

PLACEMENT

3.1 Describe hiring procedures used by employers.

3.2 Identify student placement and referral services.

3.3 Describe the salary range and fringe benefits within careers and career fields.

3.4 Understanding how to develop employability skills (e.g., job-hunting, interviewing, job-seeking, resume-writing).

3.5 Develop an understanding of the placement problems of specified adult populations (e.g., older workers, handicapped individuals, mid-career shifters, women re-entering).

3.6 Describe major functions of state and private employment agencies.

3.7 Identify organizations which provide job placement information.

3.8 Describe personal selection procedures.

3.9 Describe placement services appropriate for career guidance.

3.10 Develop an understanding of placement as a natural extension of career guidance rather than a simple matching or person and job.

MAJOR AREA: PLACEMENT

Competency 3.1	Describe hiring procedures used by employers.
Instructional Procedure	Large group lecture/discussion and completion of assigned readings. Interviews with personnel managers and/or placement office directors (e.g. NYSES, private employment agencies, college placement centers, business and industry, etc.). Trainees should display an understanding of typical sources of advertising and recruiting, varied criteria commonly used in hiring, and legislation and Executive Orders affecting discriminatory hiring practices.
Assessment Procedures & Conditions	Multiple-choice test which samples knowledge and understanding from the above universe.
Assessment Criteria	Satisfactory performance will consist of 90% correct responses to the questions.
Assessor	Faculty
Suggested Resources	Bolles, R. N. What color is your parachute? Berkeley, Calif.: Ten Speed Press, 1975 (revised periodically). Irish, R. E. Go hire yourself an employer. Garden City, N. Y.: Anchor Press, 1973. Tolbert, E. L. Counseling for career development.

Competency 3.2	Identify placement and referral services.
Instructional Procedure	Lecture and discussion and completion of assigned readings. Investigation of employment classified advertisements in various newspapers. The following services should be identified: a. educational institutions. b. state employment offices. c. private employment agencies. d. specialized community agencies (e.g., vocational rehabilitation, minority and women's agencies). e. miscellaneous organizations and institutions (e.g., churches, professional organization, proprietary schools and unions).
Assessment Procedures & Conditions	Multiple choice test which samples knowledge and understanding from the above universe.
Assessment Criteria	Satisfactory performance will consist of 90% correct responses to the questions.
Assessor	Faculty
Suggested Resources	Burks, H., Pate, R. & Simpson, L. Preparing counselors for the college placement service: A training manual. Report of a demonstration project to the ESSO Education Foundation. Charlottesville, Va.: November, 1971. Campbell, R. E., Walz, G. R., Miller, J. V., & Kriger, S. F. Career guidance. Columbus, Ohio, 1973. Odell, C. E., Pritchard, D. H. & Sinick, D. Whose job is placement? Vocational Guidance Quarterly, 1974, 23, 138-145. Pamphlets, brochures and other material from agencies involved in placement and referral.

Competency 3.3	Describe the salary range and fringe benefits within careers and career fields.
Instructional Procedure	Large group lecture and discussion. Appropriate readings. Assignment to find relevant data for a given occupation or for a range of occupations within a career field. Comprehensive sources of salary and benefit information (e.g., Occupational outlook handbook and quarterly, government wage survey data and Department of Labor Statistics) and sources of occupational information in specific fields should be identified.
Assessment Procedures & Conditions	Satisfactory completion of above assignment.
Assessment Criteria	Accurate data from recent and appropriate source.
Assessor	Faculty
Suggested Resources	Career index. Moravia, New York: Chronicle Guidance Publications, 1977. Drier, H. N. (ed.). Career development resources: A guide to audiovisual and printed materials for grades k-12. Worthington, Ohio: Charles A. Jones, 1973. EPIE career education SET. New York: Educational Products Information Exchange Institute, 1975. Forrester, G. Occupational literature: An annotated bibliography. New York: W. W. Wilson, Co., 1971. NVGA bibliography of current career information. Washington, D. C.: National Vocational Guidance Association, 1973.

Competency 3.4	Understand how to develop employability skills (job-hunting, interviewing, job-seeking, resume-writing).
Instructional Procedure	Large group lecture and discussion. Appropriate readings. Role playing of job interviews. Assignment of personal resume. Perusal of want ads. Development of a personal plan to get a job in a given occupation or within a specified career field.
Assessment Procedures & Conditions	Satisfactory completion of above assignments.
Assessment Criteria	Adequate "face" validity of resume, interview, and/or job finding plan.
Assessor	Faculty
Suggested Resources	Brennan, L. D. Resumes for better jobs. New York: Simon and Schuster, 1973. Bolles, R. N. What color is your parachute? Berkely, California: Ten-Speed Press, 1975. Gaymer, R. Career planning and job hunting. Irish, R. K. Go hire yourself an employer. Garden City, N. Y.: Doubleday Anchor, 1973.

Competency 3.5	Develop an understanding of the placement problems of specified adult populations.
Instructional Procedure	Lecture and discussion and completion of assigned readings. Interview a worker experiencing placement difficulties in one of the categories below. Trainees should demonstrate understanding of the following: a. placement problems of older workers. b. placement problems of mid-career shifters. c. placement problems of women entering first-time or re-entering the labor force after child-bearing and/or child-rearing. d. placement problems involved in pre-retirement and retirement. e. placement problems of miscellaneous categories of adult workers.
Assessment Procedures & Conditions	Several questions of a multiple choice nature which sample the above domain. Written or oral report of interview.
Assessment Criteria	Satisfactory performance will consist of 90% correct responses to the questions and of a report which indicates that the student could identify issues raised in the interview and the affect which the issues generated.
Assessor	Faculty
Suggested Resources	Clopton, W. "Personality and career change," Industrial Gerontology, Spring 1973, 9-17. Darnley, F. Adjustment to retirement: Integrity or despair, The family coordinator, 1975, 24, 217-226.

Suggested Resources (continued)

Issues of New Woman, Women's Work, or MS.

Kasschau, D. L. Re-evaluating the need for retirement preparation programs, Industrial Gerontology, Winter 1974, 42-59.

Kelleher, C. H. "Second careers: A growing trend," Industrial Gerontology, Spring 1973, 1-8.

Koyi, L. F. Employing the older worker: Matching the employee to the job. Washington, D. C.: National Council on the Aging, 1974.

McEwen, M. D. "Counseling women: A review of the research," Journal of College Student Personnel, September 1975, 382-388.

Schlossberg, N. K. Programs for adults, Personnel and Guidance Journal, 1975, 53, May 1975, pp. 681-685.

Sinick, D. Counseling older persons: Careers, retirement, dying. Ann Arbor, Mich.: ERIC Clearing House on Counseling and Personnel Services (CG 400129), 1975.

Troll, L. E. & Nowak, C. How old are you? -- The question of age bias in the counseling of adults, The Counseling Psychologist, 1976, 6, 41-44.

Competency 3.6

Describe major functions of state and private employment agencies.

Instructional Procedure

Large group lecture/discussion and assigned readings. Representatives from NYSES and private agencies. Possible field trip to NYSES.

Assessment Procedures & Conditions	Multiple choice and essay examination which sample knowledge and understanding from the above objective.
Assessment Criteria	Satisfactory performance will consist of 90% correct responses to the questions. Essays will be graded "satisfactory" or "unsatisfactory."
Assessor	Faculty
Suggested Resources	Brochures, pamphlets, and other printed materials produced by USES, NYSES, and private agencies. Issues of the Journal of Employment Counseling.

Competency 3.7	Identify organizations which provide job placement information.
Instructional Procedure	Lecture/discussion and assigned readings designed to identify organizations which provide: a. broader services. (e.g., state employment offices, college and university placement offices, secondary school guidance offices, and cooperative education programs, industry-education councils, job data banks, media, business and industry). b. more narrow services (e.g., private employment agencies, professional organizations, ad-hoc government programs, churches, women's centers, senior citizen centers, YMCA's and YWCA's).

Assessment Procedures & Conditions	The student will list organizations which provide job placement information for a specified job.
Assessment Criterja	Satisfactory performance will consist of the listing of at least 20 appropriate sources with addresses and contact persons.
Assessor	Faculty
Suggested Resources	Bottoms, J. R. & Matheny, K. Occupational Guidance Counseling and Job Placement for Junion HIgh and Secondary School Youth. Paper presented at the National Conference on Exemplary Education Act, Amendments of 1968, Atlanta, GA., March 1969. Bottoms, J. R. & Thaleen, W. Techdays: Georgia's State-wide Job-placement Program for Area Vocational-Technical Schools. Vocational Guidance Quarterly, 1969, 18, 10-14. Ginzberg, E. Career guidance: Who needs it, who provides it, who can improve it. New York: McGraw-Hill, 1971. Valdez, A. 20 Years of of Youth Placement. Employment Security Review, March 1963, 11.

Competency 3.8	Describe personnel selection procedures.
Instructional Procedure	Lecture/discussion and assigned readings which describe the following processes of clinical prediction, acturial prediction and functional job analysis.

Assessment Procedures & Conditions	Trainees will complete a 5 to 10 page essay describing the theoretical background for each of the above, in addition to a summary of the procedures which should be followed for them.
Assessment Criteria	Trainees will be rated "satisfactory" or "unsatisfactory."
Assessor	Faculty
Suggested Resources	Ghiselli, E. E. The validity of occupational aptitude tests. New York: John Wiley & Sons, 1966. Helmstadter, G. C. Principles of psychological measurement. New York: Appleton-Century-Crofts, 1964. Kirkpatrick, J. J. et al. Testing and fair employment. New York: New York University Press, 1968. Meehl, P. E. Clinical vs. statistical prediction. Minneapolis: University of Minnesota Press, 1954. U. S. Department of Labor. Handbook for analyzing jobs. Washington, D. C.: U. S. Government Printing Office, 1972.

Competency 3.9	Describe placement services appropriate for career guidance.
Instructional Procedure	Lecture/discussion and assigned readings, followed by a guest speaker from a comprehensive placement service.

Assessment Procedures & Conditions	Trainees will complete a 3 to 5 page essay describing placement services appropriate for career guidance. They will also rate the guest speaker.
Assessment Criteria	Essays will be rated "satisfactory" or "unsatisfactory." The speaker will be evaluated during a brief discussion on the class session following the presentation.
Assessor	Faculty
Suggested Resources	Parker, V. Placement programs: A new philosophy, Community and Junior College Journal, 1975, 45, 30-31. Thomas, W. G. Placement's role in the University, Journal of College Placement, April-May 1966, pp. 47-51. Wasil, R. A. Job placement: Keynote of career development, American Vocational Journal, 1974, 12, 32.

Competency 3.10	Develop an understanding of placement as a natural extension of career guidance rather than a simple matching of person and job.
Instructional Procedure	Lecture/discussion and assigned readings.

Assessment Procedures & Conditions	Expression (oral or written) of a philosophy indicating the function of placement in career facilitating.
Assessment Criteria	Satisfactory performance will consist of an appropriate philosophical statement.
Assessor	Faculty
Suggested Resources	Herr, E. L. & Cramer, S. H. Vocational guidance and career development in the schools: Toward a systems approach. Boston: Houghton Mifflin, 1971. Philbrick, R. E. "Counseling: A friend to placement," Journal of Employment Counseling, March 1975, 12, 18-25. Simpson, L. A. & Harwood, R. K. "Placement: From employment bureau of career development center," National Association of Student Personnel Administrators Journal, 1973, 225-230.

Competency 3.11	Describe appropriate functions necessary for educational placement.
Instructional Procedure	Lecture/discussion and assigned readings with the possible use of guest admissions officer.
Assessment Procedures & Conditions	Multiple-choice test which samples the above domain.

Assessment Criteria	Satisfactory performance will consist of 90% correct responses to the above questions.
Assessor	Faculty
Suggested Resources	Cramer, S. H. (ed.). Pre-service and in-service preparation of school counselors for educational guidance. Washington, D. C.: APGA, 1970. Herr, E. L. & Cramer, S. H. Guidance of the college-bound: Problems, practices, and perspectives. New York: Appleton-Century-Crofts, 1968. Willingham, W. Ferrin, R. I. & Begle, E. P. Career guidance in secondary education. New York: College Entrance Examination Board, 1972.

INTERPERSONAL

by Barbara A. Putnam

INTERPERSONAL

4.1 Develop skill in planning and implementing a counseling sequence.

4.2 Develop skill in using individual counseling techniques.

4.3 Develop skill in using group counseling techniques.

4.4 Develop skill in using individual guidance techniques.

4.5 Develop skill in assisting clients in decision-making.

4.6 Develop skill in using group guidance techniques.

4.7 Demonstrate skill in using value clarification techniques.

4.8 Identify leadership skills required for career guidance.

4.9 Develop skill in assisting students to improve self-concept.

4.10 Demonstrate an understanding of the theory and techniques of assertiveness training.

4.11 Relate assertiveness training to career guidance.

MAJOR AREA: INTERPERSONAL

Competency 4.1	Developing skill in planning and implementing a counseling sequence.
Competency 4.2	Developing skill in using individual counseling techniques.
Instructional Procedure	Both of these competencies are developed and evaluated simultaneously through a practicum or field experience in individual counseling. Frequently a second practicum is required before an individual can be evaluated as more than a beginning counselor. Because a practicum experience is based on assumptions and prior experiences, it is recommended that each counselor education department develop assumptions and developmental behavioral objectives for its own program. An example of such objectives is attached. The objectives should be explained in a large group setting so that all trainees are aware of requirements. Faculty and supervisors (both university and field) should use the same objectives).
Assessment Procedures & Conditions	Audio tapes, video tapes, tape scripts and individual evaluations by all involved. Consistency in accomplishing tasks and not accomplishing them once is emphasized.
Assessment Criteria	Accomplishment of objectives as shown by or demonstrated on tapes, individual report forms and written criteria. (see attachment A).
Assessor	Faculty, supervisor and trainee

Suggested Resources

American Personnel and Guidance Association. Standards for the preparation of secondary school counselors. Personnel and Guidance Journal, 1967, 46, 96-106.

Benjamin, A. The helping interview. Boston: Houghton Mifflin, 1969.

Bernos, E. C. Factors related to success in fifteen NDEA counseling and guidance institutes. Counselor Education and Supervision, 1966, 5, 94-104.

Bishop, J, B. Another look at counselor, client, and supervisor ratings of counselor effectiveness. Counselor Education and Supervision, 1971, 10, 319-323.

Brammer, L. M. & Shostrom, E. L. Therapeutic Psychology: Fundamentals of counseling and psychotherapy. Englewood Cliffs, N. J.: 1977.

Brammer, L. M. The helping relationship: Process and skills. Englewood Cliffs, J. J.: Prentice-Hall, 1973.

Carkhuff, R. R. & Berenson, B. G. Beyond counseling and therapy. New York: Holt, Rinehard and Winston, 1967.

Carkhuff, R. R. Helping and human relations: A primer for lay and professional helpers. Volume 1, Selection and training. New York: Holt, Rinehard and Winston, 1969.

Carkhuff, R. R. Helping and human relations: A primer for lay and professional helpers. Volume 2, Practice and research. New York: Holt, Rinehard and Winston, 1969.

Cottle, W. C. & Downie, N. M. Preparation for counseling. Englewood Cliffs, N. J.: Prentice-Hall, 1970.

Cottle, W. C. Beginning counseling practicum. New York: Grune & Stratton, 1973.

Delaney, D. J. & Moore, J. C. Student expectations of the role of practicum supervisor. Counselor Education and Supervision, 1966, 6, 11-17.

Suggested Resources
(continued)

Dyer, W. W. & Vriend, J. Counseling techniques that work: Applications to individual and group counseling. Washington, D. C.: APGA Press, 1975.

Eisenberg, S. & Delaney, D. J. The counseling process. Chicago: Rand McNally, 1977.

Gilmore, S. K. The counselor in training. New York: Appleton-Century-Crofts, 1973.

Hansen, J. C. & Moore, G. C. The off-campus practicum. Counselor Education and Supervision, 1966, 6, 32-39.

Ivey, A. Microcounseling: Innovations in interviewing training. Springfield, Ill.: C. C. Thomas, 1971.

Johnston, J. A. & Gysbers, N. C. Practicum supervisory relationships: A majority report. Counselor Education and Supervision, 1966, 6, 3-10.

Kell, B. L. & Mueller, W. J. Impact and change. New York: Appleton-Century-Crofts, 1966.

McDaniel, S. W. Counselor selection: an evaluation of instruments. Counselor Education and Supervision, 1967, 6, 142-144.

McIlvaine, J. F. Coached clients as raters of counseling effectiveness. Counselor Education and Supervision, 1973, 12, 123-129.

Mosher, R. L. Teacher effectiveness research: Implications for research on counselor selection and effectiveness. In J. M. Whiteley (ed.), Research in Counseling. Columbus, Ohio: Charles E. Merrill, 1967.

Patterson, C. H. Relationship counseling and psychotherapy. New York: Harper and Row, 1974.

Suggested Resources
(continued)

Patterson, C. H. Supervising students in the counseling practicum. Journal of Counseling Psychology, 1964, 11, 47-53.

Rowe, W.; Murphy, H. B. & DeCsipkes, R.A. The relationship of counselor characteristics and counseling effectiveness. Review of Educational Research. 1975, 45, 231-246.

Truax, C. B. & Carkhuff, R. R. Towards effective counseling and psychotherapy. Chicago: Aldine Publishing, 1977.

Shostrom, E. L. Actualizing therapy: Foundations for a scientific ethic. San Diego, Calif.: Edits Publishers, 1977.

Walz, G. & Roeber, E. C. Supervisor's reaction to counseling interview. Counselor Education and Supervision, 1962, 2, 2-7.

ATTACHMENT A

Assumptions and Developmental Behavioral Objectives for the Beginning and Advanced Practicum in Individual Counseling

Barbara A. Putnam & Richard R. Stevic

Assumptions for the beginning practicum:

1. Acquiring the techniques and knowledge of counseling is a process activity; therefore, it is assumed that the process is developmental with stages which need time for successful attainment.

2. There are fundamental characteristics which a beginning counselor should possess before entering the beginning practicum course. The level of development of these characteristics should have been identified in the first semester's developmental seminar and also within the advisement relationship of the student with his or her departmental advisor.

   These characteristics are:

   knowledge of self
   listening skills
   verbal skills
   interest in people
   willingness to learn
   ability to change
   acceptance of the differences in self and others

3. Based on the Institutional Seminar the beginning counselor should have a working knowledge of the particular setting in which (s) he will meet the practicum clients and should know:

   the organizational structure of the setting.
   the institutional demands on the counselor's time and relation to training.
   the relationship of the practicum supervisor to other staff members.
   the ethical considerations of work settings.

4. The beginning student should have a general knowledge of the theoretical concepts of various counseling theories which are presented in the Common Core course and should know the basic differences and similarities in the philosophy and methodology of the major schools of counseling theory.

5. At the end of the first semester the beginning student will be prepared to integrate and implement the experience and knowledge gained through course work and experience in the program.

Developmental Behavioral Objectives for the Beginning Practicum

After completing the Beginning Practicum the trainee should consistently demonstrate ability in the following:

Structuring the Counseling Environment:

Develop procedures for meeting with clients.

1. establish an assignment at an institutional setting.
2. contact institutional supervisor.
3. obtain client referrals.
4. arrange counseling sessions, time duration and place with clients.
5. obtain basic biographical information.

Initiate Counseling sessions.

1. have face to face meetings with clients.
2. communicate the client's reason for being there.
3. ascertain the attitudes and feelings of the client towards the counseling process and the counselor.
4. establish what the client expects from the counselor and the counseling process.
5. communicate to the client the place and time limits (length and duration).

Counseling Dynamics:

Hear what (content) the client is saying.

1. listen to the details (who, what, when, where, why?) of what the client is saying.
2. develop the ability to piece together a picture of the client's social and personal self profile.

Hear the affect of the client.

1. recognize change in the client's affect.
2. recognize extremes in client's affect.

Distinguish the differences in the cognitive and affective messages of the client.

1. recognize the discrepancies between the extremes of affect and content.
2. recognize the inconsistencies in affect and content.

Transmit understanding of the affective and cognitive messages to the client.

1. know the details of what has been said by the client.
2. paraphrase when appropriate what has been communicated.
3. verbally demonstrate understanding of client content and feeling.

Establish a safe and accepting environment for the client.

1. recognize the extend of inhibitions of client in interaction with the counselor.
2. assist the client in overcoming inhibitions.
3. offer, if needed, a sharing of one's own strengths and limits with the client.

Terminate the counseling relationship.

1. identify and communicate the dynamics of termination.
2. jointly evaluate the relationship process and if necessary work out referral procedures.
3. ascertain the attitudes and feelings of the client toward termination.

Counselor Dynamics:

Distinguish the client's needs from one's own needs.

1. know one's own inhibitions.
2. know oneself, limits, and strengths.
3. recognize similarities and differences between oneself and the client.
4. avoid bringing one's own problems into the counseling sessions.
5. make the client's problems priorities of sessions.

Articulate the client's problems.

1. identify problem areas of the client.
2. identify the personality dimensions related to the client's problems.
3. specify problems in order of priority of client's needs.
4. determine what the client has done up to now to solve the problem.
5. determine the external and internal resources available to the client.
6. determine if the problem is within the range of the counselor's training and experience and if not, work out referral procedures.

Developmental Behavioral Objectives for the Advanced Practicum:

It is assumed that the student before entering the advanced practicum course will have exhibited the ability to:

develop procedures for meetings with clients.
initiate counseling sessions.
hear what (content) the client is saying.
hear the affect of the client.
distinguish the differences in the cognitive and affective messages of the client.
transmit understanding of the affect and cognitive messages to the client,
establish a safe and accepting environment for the client.
terminate the counseling relationship.
distinguish the client's needs from one's own needs.
articulate the client's problems.

The student of advanced practicum, after completing this course, should be able to:

Develop a therapeautic program.

1. develop objectives to alleviate the client's problem.
2. define the process necessary to reach the objectives.
3. develop a process to suit the needs and personality of the client.

Implement the therapeutic program.

1. clearly communicate the program to the client.
2. determine if the client understands the program.
3. determine the client's willingness to work within the program's structure.
4. assess the value of these program deviations.
5. be able to recognize the need for changes in the program.
6. be able to reorganize the program to accommodate for necessary changes.

Make progressive evaluation of the therapeutic program.

1. make an ongoing assessment of the effectiveness of the therapeutic process.
2. assess the client's progress in the program.
3. determine the objectives still to be met.
4. ascertain the need for modifications in the program.
5. determine the realism of the program.
6. determine time to terminate the therapeutic program.

Evaluate outcome of terminated therapy.

1. determine if the goals of therapy were reached.
2. determine client satisfaction with therapy.
3. determine the value of therapy to the client.
4. determine the value of therapy to the counselor.
5. ascertain the need for referral to other agencies.
6. make referrals, if needed.

Competency 4.3	Develop skill in using group counseling techniques.
Instructional Procedure	Seminar/practicum/supervision-individual and group. The trainee after completing this experience should: 1. develop and implement a theory of group counseling. 2. progressively evaluate a personal theory of group counseling. 3. evaluate the outcomes of the experience regarding leadership ability, leader-member interactions, and member outcomes. The trainee is required to: 1. organize and lead or co-lead a group for a minimum of ten sessions. The sessions should be two hours in length adjustable to institutional time constraints. 2. attend weekly group supervisory sessions. 3. meet weekly with supervisor-faculty for individual supervisory sessions. 4. prepare and present weekly evaluations of group counseling sessions.
Assessment Procedures & Conditions	Supervisory sessions, audio or video tapes, of sessions, and maintaing of diary of group activities.
Assessment Criteria	Leading prescribed number of groups. Keeping of diary. Stating and implementing theory of group counseling.
Assessor	Faculty and trainee
Suggested Resources	Bednar, R., Melnick, J. & Kaul, R. Risk, responsibility, and structure: a conceptual framework for initiating group counseling and psychotherapy. Journal of Counseling Psychology, 1974, 21, 31-38.

Suggested Resources
(continued)

Dreyfus, E. A. & Kremenliev, E. Innovative group techniques: Handle with care. Personnel and Guidance Journal, 1970, 49, 279-283.

Gazda, G. (ed.) Groups in guidance, Personnel and Guidance Journal, 1971. 49, 591-684.

Gazda, G. M. Theories and methods of group counseling in the schools. Springfield, Ill.: Charles C. Thomas, 1976.

Gazda, G. M. Group counseling: A developmental approach. Boston; Allyn and Bacon, 1971.

Hansen, J. C., Warner, R. W. & Smith, E. M. Group counseling: Theory and process. Chicago: Rand McNally, 1976.

Hinds, W. C. & Roehlke, H. J. A learning theory approach to group counseling with elementary school children. Journal of Counseling Psychology, 1970. 17, 49-55.

Kemp, C. G. Foundations of group counseling. New York, McGraw-Hill, 1970.

Lifton, W. Working with groups. New York: John Wiley and Sons, 1966.

Locke, N. Group analysis: Theory and technique. New York: University Press, 1961.

McCowan, R. J. Group counseling with underachievers and their parents. The School Counselor, 1968, 16, 30-35.

Ohlsen, M. M. Group counseling. New York: Holt, Rinehard and Winston, 1970.

Prediger, D. J. & Baumann, R. R. Developmental group counseling: An outcome study. Journal of Counseling Psychology, 1970, 17, 527-533.

Rose, S. D. Group therapy: A behavioral approach. Englewood Cliffs, N. J.: Prentice-Hall, 1977.

Competency 4.4	Develop skill in using individual guidance techniques.
Instructional Procedure	Small group lecture/discussion and completion of readings. Trainee will prepare an educational, vocational or personal information for presentation. This may be done by visual-auditory, verbal or graphic means. They are to transmit this material to fellow trainees in accordance with descriptions of age group, setting and size of audience. It is assumed that what could be presented to one individual could be presented to many.
Assessment Procedures & Conditions	Faculty and trainees will rate presenter trainee on his or her ability to: prepare audiovisual aids to be used in either individual or group presentations; and interpret current trend in the educational-vocation field. Written material should also be submitted.
Assessment Criteria	Ability to present and knowledge of material. (verbal presentation is major criterion with written material as validator of presentation).
Assessor	Faculty and trainee
Suggested Resources	Bernard, H. W. & Fullmer, D. W. Principles of guidance. New York: Thomas Y. Crowell, 1977. Dinkmeyer, D. & Caldwell, E. Developmental counseling and guidance: A comprehensive school approach. New York: McGraw-Hill, 1970.

Suggested Resources (continued)

Dinkmeyer, D. C. (ed.). Guidance service in the elementary school. Washington, D. C.: APGA, 1971.

Herr, E. L. (ed.) Vocational guidance and human development. Boston: Houghton-Mifflin, 1974.

Hollis, J. W. & Hollis, L. V. Organizing for effective guidance. Chicago: SRA, 1965.

Mosher, R. L., Carle, R. F., & Kehas, C. D. (eds.). Guidance: An examination. New York: Harcourt, Brace & World, 1965.

Ohlsen, M. M. Guidance services in the modern school. New York: Harcourt, Brace, Jovanovitch, 1974.

Shertzer, B. & Stone, S. C. Fundamentals of guidance. Boston: Houghton Mifflin, 1976.

Stone, S. C. & Shertzer, B. Guidance monograph series I. Organization and administration. Boston: Houghton Mifflin, 1968, 10 vols.

VanHoose, W. H. & Pietrofesa, J. J. (eds.) Counseling and guidance in the twentieth century. Boston: Houghton-Mifflin, 1970.

Competency 4.5

Develop skill in assisting clients in decision making.

Instructional Procedure

Small group discussion.

It is assumed that this is a skill necessary for counseling. Further it is assumed that the trainee has adequate knowledge of his or her value structure, as well as information services.

Instructional Procedure (continued)	Trainees will form triads in which each individual will have an opportunity to function as counselor, recipient-client and observer. They will then be presented with a situation in which the individual is faced with a critical or immediate decision.
Assessment Procedures & Conditions	Trainees will be rated on their ability to help individual explore all sides of an issue. They will be expected to supply information or indicate where information can be obtained in order that individual can consider points necessary for making a decision.
Assessment Criteria	Demonstration of ability to help individual consider points and arrive at decision. Immediate feedback is to be given by all parties in triad.
Assessor	Trainees
Suggested Resources	Boocock, S. S. Life career game. Indianapolis, Ind.: Bobbs-Merrill, (see latest edition). Gelatt, H. B., Varenhorst, B. & Carey, R. Deciding (student's book) and Deciding: A leader's guide. New York: CEEB, 1972. Multi media training package. Group guidance program, Vocational Guidance Service, 2525 San Jacinto, Houston, Tex., 1973. Tolbert, E. L. Counseling for career development. Boston: Houghton Mifflin, 1974. Varenhorst, B. B. Learning the consequences of life's decisions. In J. D. Krumboltz & C. E. Thorensen (eds.). Behavioral counseling: Cases and techniques. New York: Holtt, Rinehart and Winston, 1969, 306-318.

Suggested Resources (continued)	Varenhorst, B. B. Life Career Game, 350 Grove Drive, Portola Valley, Calif., (see latest edition).

Competency 4.6	Develop skill in using group guidance techniques.
Instructional Procedure	Seminar/practicum/supervision It is recommended that trainees demonstrate this ability while working with an appropriate age group in an approved setting. However, lacking such an opportunity, the skill may be demonstrated before a group of peer trainees. The trainee will disseminate information in a structured situation which has been defined and prepared in advance.
Assessment Procedures & Conditions	Trainees are to demonstrate their ability to lead group occupational and educational discussion sessions and provide factual educational and vocational information in a group session.
Assessment Criteria	Trainees are to demonstrate their skills both verbally and in writing. They will be rated on their ability to present material, interact with group, and knowledge of material.
Assessor	Faculty and trainees

Suggested Resources

Bennett, M. E. Guidance and counseling in groups. New York: McGraw-Hill, 1963.

Cartwright, D. & Zander, A. Group dynamics. Evanston, Ill.: Harper and Row, 1968.

Dye, H. A. Fundamental group procedures for school counselors. Guidance Monograph Series II, Boston: Houghton Mifflin, 1968.

Fulmer, D. W. Counseling: Group theory and system. Scranton, Pa.: Intext Educational Publishers, 1971.

Glanz, E. C. & Hayes, R. W. Groups in guidance. Boston: Allyn and Bacon, 1967.

Hansen, J. C. & Cramer, J. C. (eds.). Group guidance and counseling in the schools: selected readings. New York: Appleton-Century-Crofts, 1971.

Kemp, C. G. (ed.). Perspectives on the group process: A foundation for counseling with groups. Boston: Houghton Mifflin, 1970.

Kirby, J. H. Group guidance. Personnel and Guidance Journal, 1971, 49, 603.

Mahler, C. A. Group counseling in the schools. Boston: Houghton Mifflin, 1969.

Nelson, R. C. Organizing for group counseling. Personnel and Guidance Journal, 1971, 50, 25-28.

Patterson, C. H. Ethical standards for groups. The Counseling Psychologist, 1972, 3, 93-101.

Sansbury, D. L. Assertive training in groups. Personnel and Guidance Journal, 1974, 53, 117-122.

Strong, R. Group work in education. New York: Harper, 1958.

Warters, J. Group guidance: Principles and practices. New York: McGraw-Hill. 1960.

Suggested Resources (continued)	Smith, M. Some implications of value clarification for organization development. In J. W. Pfeiffer and J. E. Jones (eds.). The 1973 annual handbook for group facilitators. La Jolla, Calif.: University Associates, 1973. Smith, M. A practical guide to value clarification. La Jolla, Calif.: University Associates, 1977.
Competency 4.8	Identify leadership skills required for career guidance.
Instructional Procedure	Lecture/discussion to determine who should be involved in a program and how should they be involved. It is assumed that the trainees will be able to demonstrate ability to evaluate and develop a facilitative sequence of guidance services which would include career guidance. The trainee will demonstrate his or her knowledge of when and how students, staff, parents and community are or can be involved in a career guidance. program. Trainees should present a program or major activity for one part of an ongoing or proposed program in which they are designated as the coordinator/leader.
Assessment Procedures & Conditions	Trainees will present the program to their peers and faculty member. They will be rated on their knowledge of the needs of the population program is designed to meet as well as the ways in which other groups can be involved.

Competency 4.7	Demonstrate skill in using value clarification techniques.
Instructional Procedure	Large group lecture discussion followed by reading assignment. Trainees will be assigned to teams of 4 or 5 members to develop a values clarification activity appropriate for use in elementary, middle, or senior high school. If time permits, one or more of the activities developed could be demonstrated to the entire group.
Assessment Procedures & Conditions	The activity should be described in detail including specific instructional objectives, materials required, instructional procedures, age group for which the activity would be appropriate, and criteria for evaluation. Activities will be rated by using a 5 point scale. (1 = poor; 2 = below average; 3 = average; 4 = above average; 5 = superior).
Assessment Criteria	Activities will be rated using a 5 point scale (1 = poor; 2 = below average; 3 = average; 4 = above average; 5 = superior).
Assessor	Faculty and trainee
Suggested Resources	Abramowitz, M. & Macari, C. Values clarification in junior high school. Educational Leadership, 1972, 29, 621-626. Hawley, R. C. Value exploration through role playing. New York: Hart Publishing, 1975. Howe, L. Group dynamics and values clarification. Penney's Forum, 1972, 12.

Suggested Resources
(continued)

Kirschenbaum, H. & Simon, S. Values and the futures movement in education. In A. Toffler (ed.). Learning for tomorrow: The role of the future in education. New York: Vintage Books, 1974.

Kirschenbaum, H. Current research in values clarification. Upper Jay, N. Y.: National Humanistic Education Center, 1975.

Kirschenbaum, H. Advanced value clarification. La Jolla, Calif.: University Associates 1977.

Knapp, C. & DuShane, J. Clarifying values for a better environment. Counseling and Values, 1974, 18, 266-271.

Lieberman, P. & Simon, S. V. Values and student writing. Educational Leadership, 1965, 22, 414-21; 438.

Michalak, D. A. The clarification of values. Improving College and University Teaching, 1970, 18, 100-101.

Paulson, W. Deciding for myself: A values clarification series. Minneapolis, Minn.: Winston Press, 1974. (series of 30 eight page booklets for use with older elementary pupils, high-school students and adults).

Sadaker, D., Sadker, M. & Simon, S. Clarifying sexist values. Social Education, 1973, 37, 756-760.

Simon, S. B. & Wright, H. Values systems techniques (16 mm. b/w film) New York Episcopal Church, 1970.

Simon, S. B., Howe, L. W. & Kirschenbaum. Values clarification: A handbook of practical strategies for teachers and students. New York: Hart Publishing, 1972.

Schindler-Rainman, E. Are values out of style? Journal of the National Association of Women Deans and Counselors, 1970, 18-22.

Assessment Criteria	Knowledge of material and needs. Ability to evaluate, organize and present a career guidance program for a specified population. Written material is emphasized as well as verbal ability to defend program.
Assessor	Faculty
Suggested Resources	Gibb, C. A. Leadership. In G. Lindzey & Aronson (eds.). The Handbook of social psychology. Vol. 4. Reading, Mass.: Addison-Wesley, 1969. Herr, E. L. & Cramer, S. H. Vocational guidance and career development in the schools: Towards a systems approach. Boston: Houghton-Mifflin, 1972.

Competency 4.9	Develop skill in assisting students to improve self-concept.
Instructional Procedure	This skill may be developed in individual and group practicums. It may also be demonstrated in a group guidance assignment. Small group lecture/discussion and completion of readings. Trainees will review readings for the major purpose of developing ability to construct and carry out a self-concept development program. The program should be developed for a previously identified population.

Assessment Procedures & Conditions	Trainees will be rated on their ability to develop a program which includes a series of individual and group activities designed to assist student in self-concept development. This program must be written and defended before trainees and faculty.
Assessment Criteria	Verbally by trainees, written by faculty.
Assessor	Faculty and trainees
Suggested Resources	Coller, A. R. The assessment of "Self-concept" in early childhood education. Urbana, Ill.: ERIC Clearinghouse on Early Childhood Education, 1971 (ED 057 910). Engle, M. The stability of self-concept in adolescence. Journal of Abnormal and Social Psychology, 1959, 58, 211-215. Epstein, R. & Komorita, S. S. Self-esteem, success-failure, and locus of control in Negro children. Developmental Psychology, 1971, 4, 2-8. Hansen, J. C. & Putnam, B. A. Improving self-concept and vocational attitude maturity. Journal of Counseling Services, 1976, I, 24-27. Long, B., Henderson, E. H. & Ziller, R. C. Developmental changes in the self-concept during middle childhood. Merrill-Palmer Quarterly of Behavior and Development, 1967, 13, 201-215. Long, B., Ziller, R. C. & Henderson, E. H. Developmental changes in the self-concept during adolescence. School Review, 1968, 76, 210-230.

Suggested Resources
(continued)

Purkey, W. W. Self-concept and school achievement. Englewood Cliffs, N. J.: Prentice-Hall, 1970.

Putnam, B. A. & Hansen, J. C. Relationship of self-concept and feminine role concept to vocational maturity in young women. Journal of Counseling Psychology, 1972, 19, 436-440.

Rogers, C. R. & Dymond, R. F. Psychotherapy and personality change. Chicago: University of Chicago Press, 1954.

Sears, P. S. Self-concept in the service of educational goals. California Journal for Instructional Improvement, 1963, 6, 3-12.

Shavelson, R. J., Hubner, J. J. & Stanton, G. C. Self-concept: Validation of construct interpretations. Review of Educational Research, 1976, 46, 407-441.

Super, D. E. Toward making self-concept theory operational. In D. E. Super, J. P. Jordan, N. Maitlin & R. Starishevsey (eds.). Career development: Self-concept theory. New York: CEEB, 1963.

Trowbridge, N. Self-concept and socio-economic status in elementary school children. American Educational Research Journal, 1972, 9, 525-538.

Zirkel, P. A. Enhancing the self-concept of disadvantaged students. California Journal of Educational Research, 1972, 23, 125-137.

Competency 4.10	Demonstrate an understanding of the theory and techniques of assertiveness training.
Instructional Procedure	Small group lecture/discussion and completion of readings. Trainees will review readings for the major purpose of developing ability to discriminate between non-assertive, aggressive and assertive behaviors. Trainees should be able to understand the differences in behavior "as actor" and "as acted upon." See attachment.
Assessment Procedures & Conditions	As members of lecture and small group, trainees will be rated on their ability to discriminate verbally and in writing the differences in behaviors exhibited by themselves and others. Rating will be done by faculty and trainees.
Assessment Criteria	Trainees should demonstrate behaviors in small group discussions as well as in written exercises. (Verbal and written interactions).
Assessor	Faculty and trainees
Suggested Resources	Alberti, R. E. (ed.) Assertiveness: Innovations, applications, issues. San Luis Obispo, Calif.: Impact Publishers, 1977. Alberti, R. E. & Emmons, M. L. Stand up, speak out, talk back. New York: Simon & Schuster, 1975. Bach, G. R. & Goldberg, H. Creative agression: The art of assertive living. New York: Avon Books, 1974.

Suggested Resources (continued)

Baer, J. How to be an assertive (not aggressive) woman in life, love, and on the job: A total guide to self-assertiveness. New York: Rowson Assoc. Publishers, 1976.

Bower, S. A. & Bower, G. H. Asserting yourself: A guide for positive change. Reading, Mass.: Addison-Wesley, 1976.

Butler, P. Self-assertion for women: A guide to becoming androgynous. San Francisco: Canfield Press, 1976.

Cotler, S. B. & Buerra, J. J. Assertion training: A humanistic-behavioral guide to self-dignity, Champaign, Ill.: Research Press, 1976.

Fensterheim, H. & Baer, J. Don't say yes when you want to say no. New York: David McKay Company, 1975.

Jakubowski-Spector, P. An introduction to assertive training procedures for women. Washington, D. C.: American Personnel and Guidance Association Press, 1973.

Jakubowski-Spector, P., Pearlman, J. & Coburn, K. Assertive training for women: A stimulus film. Washington, D. C.: American Personnel and Guidance Association Press, 1973.

Smith, M. J. When I say no, I feel guilty. New York: Dial Press, 1975.

Competency 4.11

Relate assertiveness training to career guidance.

Instructional Procedure

Lecture/discussion of trainees vocational history. (This could be one assignment in

Instructional Procedure (continued)	such courses as career and educational planning, psychology of careers, or vocational development theory. It would be a further application of 4:10). Following the lecture/discussion, trainees will be instructed to form triads in which each Individual will explain how he or she developed vocationally through assertive, non-assertive, or aggressive behavior.
Assessment Procedures & Conditions	Trainees will be rated on their ability to present material with an understanding and knowledge of the behaviors they exhibited in their vocational development.
Assessment Criteria	Trainees should demonstrate knowledge of the differences in behaviors between selves and others. They should do this both verbally and in writing.
Assessor	Verbally by trainees, written by faculty
Suggested Resources	In addition to those listed in 4:10
	Pearlman, J. & Resnikoff, A. Leader's guide to "Back to school, back to work: a stimulus film for women." Washington, D. C.:

Instructional Planning

by Richard R. Stevic

INSTRUCTIONAL PLANNING

5.1 Develop skill in translating career development theory into systematic intervention strategies.

5.2 Examine the goals of American education as related to career guidance.

5.3 Describe the role of various staff members (e.g., classroom teacher, principal, librarian) in regard to a career guidance program.

5.4 Describe how career guidance can be infused in the curriculum.

5.5 Develop career guidance objectives and learning activities in the cognitive, psychomotor domains.

5.6 Develop career guidance activities for atypical students.

5.7 Develop curricular materials and activities which enhance student self-awareness and self-concept.

5.8 Organize an in-service training program on career guidance appropriate for use in a selected public school setting.

5.9 Plan a career resource center.

5.10 Organize a meeting for parents of children at a specified level (e.g., middle or senior high school) describing the goals, objectives, and activities of a career guidance program.

5.11 Prepare a career guidance activity appropriate for infusion into the curriculum at a selected grade level.

5.12 Develop an effective filing system for career guidance materials.

5.13 Plan career programs for potential dropouts.

5.14 Organize a meaningful career day.

5.15 Organize a meeting of representatives of educational institutions.

5.16 Plan for ancillary career guidance experiences (e.g., field trips, shadowing).

5.17 Develop a model workstudy program.

INSTRUCTIONAL PLANNING

Competency 5.1

Develop skill in translating career development theory into systematic intervention strategies.

Instructional Procedure

a. In small groups (N = 3 to 6) develop a plan for presenting material based on a learning theory by which career guidance can be infused into the curriculum. The group should identify a specific target population and develop a plan for presentation to parents and teachers.
b. Take part in simulated discussions, including such techniques as role playing and modeling, in which the learning theory involved is clearly identified.

Assessment Procedures & Conditions

Trainees will

a. complete a 3 to 5 page statement which describes the theory that s/he is attempting to use, the concept to be presented, and the target population and
b. individually rate the simulated discussions.

Assessment Criteria

Trainees would

a. be rated "satisfactory" if they include each of the above points in their written documents and
b. have at least 80 percent of the group rate the simulated discussions as satisfactory.

Assessor	Faculty and trainees
Suggested Resources	Corey, G. Theory and practice of counseling and psychotherapy. Belmont, Calif.: Wadsworth Publishing Company, 1977. Hansen, J. C., Stevic, R. R. & Warner, R. W. Counseling: Theory and process. Boston: Allyn Bacon Co., 1977. Hilgard, E. Theories of learning. New York: Appleton-Century-Crofts, Inc. 1974. Wittrock, M. C. (ed.). Learning and instruction. AERA Readings in Educational Research. Berkeley, Calif.: McCutchan Pub., 1977.

Competency 5.2	Examine the goals of American education as related to career guidance.
Instructional Procedure	Library assignment followed by a lecture and small group (N = 3 to 5) discussions. Each group would identify two goals of American education and develop a relationship to career guidance or education.
Assessment Procedures & Conditions	Each group would prepare a written identification of two goals of American education and relate these to career guidance. Goals could be gleaned from broad statements such as U.S.O.E. materials or from materials available in the school system or individual school. Sources should be cited.

Assessment Criteria	The groups would be rated "satisfactory" if they a. identified the goals and b. related these to career guidance in an effective manner.
Assessor	Instructor and trainees
Suggested Resources	Board of education minutes or statements of policy on career education goals. Broudy, H, S. The philosophical foundations of educational objectives. Educational theory. 1970, 46, 3-21. Burton, W. H. & Brueckner, L. J. Supervision: A social process. New York: Appleton-Century-Crofts, 1955, chapters 2 and 3. Frankena, W. K. Educational values and goals: some dispositions to be fostered. The Monist. 1968, 52, 1-10. Gagne, R. M. The implications of instructional objectives for learning. In C. M. Lindvall (ed.), Defining educational objectives. Pittsburgh, Pa.: University of Pittsburgh Press, 1964, 37-46. Marland, S. P. Jr. A splendid discontent. Speech before the annual Convention of the American Association of School Administrators, Feb. 15, 1972, Atlantic City, N. J. Oliver, A. I. Curriculum improvement. New York: Dodd, Mead & Co., 1965. Wirth, A. G. Philosophical issues in the vocational-liberal studies controversy (1900-1917): John Dewey vs. the social efficiency philosophers. Studies in philosophy and education. 1974, 169-182.

Competency 5.3	Describe the role of various staff members (e.g., classroom teacher, principal, librarian) in regard to a career guidance program.
Instructional Procedure	Trainees would work in small groups, focusing on reviewing the ways they would be involved in career planning. Trainees could also analyze themselves in this role.
Assessment Procedures & Conditions	Teams of two trainees would be expected to interview various persons and report back to the class the results of the interaction. Each interviewee would explain what they believed their role to be and, if different, what it was in actuality. Groups of trainees would work with different target populations.
Assessment Criteria	Trainees would report discrepencies and develop a plan to understand more clearly what the role is. Trainees should be able to tell how the discrepencies can be reduced and will be rated on how well this is accomplished.
Assessor	Faculty and trainees
Suggested Resources	American Psychological Association. The psychologist on the school staff. Washington, D. C.: American Personnel and Guidance Assoc., 1964. Boston, O. School social work service. New York: National Association of Social Workers, 1960. DeVries, R. T. The principal's responsibility in the guidance program. National elementary principal, 1964, 43, 47-49.

Suggested Resources (continued)

Diedrich, R. C. Guidance personnel and other professionals. In Stone, S. C. & Shertzer, B. (eds.). Guidance Monograph Series #1: Organization and Administration. Boston: Houghton Mifflin, 1968.

Herr, E. L. & Cramer, S. H. Vocational guidance and career counseling in the schools: Toward a systems approach. Boston: Houghton Mifflin, 1972.

Hill, G. E. Management and improvement of guidance. New York: Appleton-Century-Crofts, 1965.

Hoppock, R. Occupational information. New York: McGraw-Hill, 1977, chap. 21.

Peter, H. J. & Shertzer, B. Guidance: program development and management. Columbus: Charles E. Merrill Publishing, 1974.

Peterson, M. et al. Bibliography of k-6 career education materials for the enrichment of teacher and counselor competencies. Charleston: Eastern Illinois U., 1972.

Stone, S. C. & Shertzer, B. (eds.). Guidance Monograph Series IX. Career Education and the Curriculum. Boston: Houghton Mifflin, 1975, 10 vols.

Competency 5.4

Describe how career guidance can be infused into the curriculum.

Instructional Procedure

a. Large group lecture, discussion, and assigned readings concerned with the goals of American education. After this the trainees should be able to enter a school and describe why career guidance, career education would make sense for the particular school.

Instructional Procedure (continued)	b. The trainee will serve as a consultant to teachers in providing materials and in showing the teacher how to make career education content relevant to curricular material. They would develop a package related to a specific objective of a specific of a specific subject at a specific grade level. The trainee should learn that the first step toward infusion is the establishment of a relationship with the teaching staff.
Assessment Procedures & Conditions	If possible, trainees could present the facts to a particular school or be able to tell what they would present in at least three different settings, rural, suburban, and urban.
Assessment Criteria	Trainees are rated "satisfactory" if they a. can show the relationship between career education in one or more of the types of school and b. develop an effective package of curriculum materials.
Assessor	Instructor and other group members.
Suggested Resources	Bennett, J. G. & Muncrief, M. C. Instructional materials for career education. Ithaca, N.Y.: Cornell University, 1975. Bailey, L. J. & Stadt, R. W. Career education: New approaches to human development. Bloomington, Ill., 1973. Drier, H. N., Jr. (ed.). Career development resources: A guide to audiovisual and printed materials for grades k-12. Worthington, Ohio: Charles A. Jones Publishing, 1973.

Suggested Resources (continued)

Hawaii Career development continuum. State of Hawaii, Office of Instructional Services, June, 1974.

Herr, E. L. & Cramer, S. H. Vocational guidance and career development in the schools: Toward a systems approach. Boston: Houghton Mifflin Company, 1972.

Isaacson, L. E. Career information in counseling and teaching. Boston: Allyn and Bacon, 1977.

McCowan, R. J. & Mongerson, M. D. (eds.). Career education competencies: A catalog for teacher educators. Buffalo, NY: SUC at Buffalo, 1976.

McKinney, L. A. et al., Career education personnel development. Columbus, Ohio: Ohio State U., 1975.

Ressler, R. Career education: the new frontier. Worthington, Ohio: Charles A. Jones Publishing, 1973.

Stadt, R. W., Bittle, R. E., Kenneke, L. J. & Nystrom, D. C. Managing career education programs. Englewood Cliffs, N. J.: Prentice-Hall, 1973.

Stevenson, J. B. An introduction to career education. Worthington, Ohio: Charles A. Jones Publishing, 1973.

Competency 5.5

Develop career guidance objectives and learning activities in the cognitive, affective and psychomotor domains.

Instructional Procedure

Examine the literature on instructional objectives and learning activities. Trainees should be able to write behavioral objectives. They would review materials that list objectives in the three areas.

Assessment Procedures & Conditions	Trainees should identify the differences between the objectives and activities in the three areas.
Assessment Criteria	Given a list of a number of activities the trainee would assign each objective to the appropirate category. A satisfactory rating would be given when the correct categories are chosen.
Assessor	Faculty
Suggested Resources	Bloom, B. S. Taxonomy of educational objectives: The classification of educational goals. Handbook 1. Cognitive domain. New York: McKay, 1956. Bloom, B. S., Hastings, J. T. and Madous, G. F. Handbook on formative and summative evaluation of student learning. New York: McGraw-Hill, 1971. Fullan, M. & Pomfret. Research on curriculum and instruction implementation. Device of Educational research. 1977, 47, 335-397. Gagne, R. M. The conditions of learning. New York: Holt, Rinehar and Winston, 1970. Krathwahl, D. R., Bloom, B. S. & Mosia, B. B. Taxonomy of eudcational objectives: The classification of educational goals. Handbook II. Affective domain. New York: David McKay, 1964. Popham, W. J. & Baker, E. L. Systematic instruction. Englewood Cliffs, N.Y.: Prentice Hall, 1970. Popham, W. J. & Baker, E. L. Planning an instructional sequence. Englewood Cliffs, N.J.: Prentice Hall, 1970.

Competency 5.6	Develop career guidance activities for atypical students.
Instructional Procedure	Trainees should be able to define what an "atypical" student is, understanding that the definition may be locally different. They should select one student from a school level and develop career materials appropriate for that student. If possible, they should interview atypical students to obtain their feelings about the label and their perceptions of needs.
Assessment Procedures & Conditions	Trainees will select one or more "atypical" students and develop and use materials related to career guidance.
Assessment Criteria	Trainees will be rated "satisfactory" if their plan shows an understanding of the needs of the identified student(s).
Assessor	Teacher
Suggested Resources	Committee on Adolescence, Group for the Advancement of Psychiatry. Normal adolescence. New York: Charles Scribner, 1968. Herr, E. L. & Cramer, S. H. Vocational guidance and career counseling in the schools: Toward a systems approach. Boston: Houghton Mifflin, 1972. President's Committee on Mental Retardation Changing patterns on residential services for the mentally retarded. Washington, D. C., 1969. Smith, R. M. & Neisworth, J. T. The exceptional child: A functional approach. New York: McGraw-Hill, 1975.

Suggested Resources (continued)	Stone, S. C. & Shertzer, B. (eds.). Guidance Monograph series V: Guidance and the exceptional student. New York: Houghton-Mifflin, 1970, 9 vols. Ullman, L. P. & Krasner, L. A. A psychological approach to abnormal behavior. Englewood Cliffs, N.J.: Prentice-Hall, 1969.

Competency 5.7	Develop curriculum materials and activities which enhance student self-awareness and self-concept.
Instructional Procedure	Set up a lab and gather and develop curriculum materials. Identify, modify, organize and develop specific activities. Test them on the remainder of the class. Discuss materials and behaviors which enhance positive self-concept and self-awareness. Examine those things which occur in everyone's life that lead to negative self-concept or which discourage self-awareness.
Assessment Procedures & Conditions	Trainees will be observed during discussions and presentataions. If others become more verbal and interact more one part of the process is complete. The content will be analyzed to insure the examination of self-concept and self-awareness.
Assessment Criteria	Trainees will be observed over a period of time to see if self-awareness has improved. Self-concept will be more difficult to observe.

Assessor	Faculty and trainees
Suggested Resources	Bilby, R. W., Brookover, W. B., & Erickson, E. L. Characterizations of self and student decision making. Review of Educational Research, 1972, 42, 505-524. Combs, A. W., & Soper, D. W. The self, its derivative terms, and research. Journal of Individual Psychology, 1957, 13, 134-145. Engle, M. The stability of self-concept in adolescence. Journal of Abnormal and Social Psychology, 1962, 65, 259-265. Kvaraceus, C. M. et al. Negro self concept: Implications for school and citizenship. New York: McGraw Hill, 1965. Peatling, J. H. & Tiedeman, D. V. Career development: Designing self. Muncie, Indiana: Accelerated Development, Inc. 1977. Shavelson, R. J., Habner, J. J., & Stanton, G. C. Self-concept: Validation of construct interpretations. Review of Educational Research, 1976, 46, 407-441.

Competency 5.8	Organize a teacher in-service training program on career guidance appropriate for use at various public school levels.
Instructional Procedure	Small group instruction with emphasis on enrollees developing an in-service program to help teachers understand career guidance and implement various aspects of the career guidance program. Trainees will review appropriate material for 1) career guidance, 2) elementary, junior high,

Instructional Procedure (continued)	middle and high school student career guidance needs, and 3) teacher involvement in career guidance or education.
Assessment Procedures & Conditions	Groups will design an inservice career guidance project for teachers. They will try out the project with other groups of trainees and, if possible, take it to a school for implementation.
Assessment Criteria	Trainees will be rated by other trainees as to the relevance and usefulness of the project which has been developed using objective criteria developed by the group.
Assessor	Faculty, trainees and when appropriate, teachers in the in-service project.
Suggested Resources	Bailey, L. J. & Stadt, R. Career education: New approaches to human development. Bloomington, Ill.: McKnight Publishing, 1973. Brown, G. I. The training of teachers for affective roles. In K. Ryan (ed.), Teacher education: The seventy-fourth yearbook of the NSSE, Part II, Chicago, Il.: University of Chicago Press, 1975. Klopf, G. J. & Bowman, G. W. Teacher education in a social context. New York: Mental Health Materials Center, 1966. Norris, W., Zeran, F. R., Hatch, R. N., & Engelkes, J. R. The information service in guidance: For career development and planning. Chicago: Rand McNally and Company, 1972. Peters, H. J. & Shertzer, B. Guidance: program development and management. Columbus: Charles E. Merrill Publishing Company, 1974.

Competency 5.9	Plan a career resource center.
Instructional Procedure	Large group instruction, discussion and the development of a resource center. Included will be the development of a description of the resource center, a listing of potential materials, potential sources of materials, capsule descriptions of the materials, and, if possible, approximate cost.
Assessment Procedures & Conditions	Trainees will produce the following: 1) a description of resources centers in career education, 2) a representative listing of materials including sources and general costs, and 3) a small scale resource center with the representative materials and organizational structure.
Assessment Criteria	Trainees will be rated "satisfactory" when each of the three activities are completed.
Assessor	Faculty
Suggested Resources	Brechenridge, A. L. Multi-media guidance center - a reality. Pupil Personnel Services Journal, St. Paul, Minn.: State Department of Education, 1973, 28. Jacobson, T. J. Career centers. Inform. Washington, D. C.: APGA, 1972, 4. Jacobson, T. J. Career guidance centers. Personnel and Guidance Journal, 1972, 51 599. Hoppock, R. Occupational information. New York: McGraw-Hill, 1976.

Suggested Resources (continued)	Norris W., Zeran, F. R., Hatch, R. N. & Engelkes, J. R. The information service in guidance: For career development and planning. Chicago: Rand McNally, 1972.

Competency 5.10	Organize a meeting for parents of children at a specified level (e.g., middle or senior high school) describing the goals, objectives, and activities of a career guidance program.
Instructional Procedure	Large group/small group instruction.
Assessment Procedures & Conditions	Each group will develop a procedure and materials for describing goals, objectives, and activities of career guidance to parents. Each will present these to the other groups as if the groups were parents from a specified school level. Where feasible and possible the groups would meet with parents.
Assessment Criteria	The groups would be rated satisfactory if the various tasks were accomplished and to the extent possible the skill with which this was done.
Assessor	Faculty, trainees and parents.
Suggested Resources	Herr, E. L. & Cramer, S. H. Vocational guidance and career development in the schools: Toward a systems approach. Boston: Houghton Mifflin, 1972.

Suggested Resources (continued)	Herr, E. L. & Cramer, S. H. Vocational guidance and career development in the schools: Toward a systems approach. Boston: Houghton Mifflin, 1972. Isaacson, L. E. Career information in counseling and teaching., 3rd Edition. Boston: Allyn and Bacon, 1077. McCowan, R. J. & Mongerson, M. D. (eds.). Career education competencies: A catalog for teacher educators. Buffalo, N. Y.: State University College at Buffalo, 1976. Stevenson, J. B. An introduction to career education. Worthington, Ohio: Charles A. Jones, 1973.

Competency 5.12	Develop an effective filing system for career guidance materials.
Instructional Procedure	Individual and small group instruction. Trainees will review the various commercially prepared filing systems noting strengths and shortcomings related to such criteria as cost, usefullness, relevance for specified schools.
Assessment Procedures & Conditions	Trainees will be given materials for filing and will be expected to demonstrate their knowledge of the systems by placing these appropriately. It is important to note that the trainee should be able to train clerical and/or student help to do the actual filing.

Assessment Criteria	The trainee would be rated "satisfactory" when s/he demonstrates knowledge of the major systems, can place the materials appropriately, and teaches one other person the skill.
Assessor	Faculty
Suggested Resources	Bennett occupations filing plan and bibliography. published by Interstate Printers and Publishers, Inc., Danville, Ill., 61832.

Chervenik, E. Tempting students to sample occupational information. Vocational Guidance Quarterly, 1953, 2, 39.

Hoppock, R. Occupational information. New York: McGraw-Hill, 1976.

Kirk, B. A. & Michels, M. E. Occupational information in counseling. Palo Alto, Calif: Psychologists Press, 1964.

LeMay, M. An inexpensive address file for occupational information. Vocational Guidance Quarterly, 1965, 13, 55.

Munschauer, J. L. Classifying career literature. Journal of College Placement, December 1971-January 1972, 62.

Norris, W., Zeran, F. R., Hatch, R. N., & Engelkes, J. R. The information service in guidance: For career development and planning. Chicago: Rand McNally, 1972.

Occupational library. published by Chronicle Guidance Publications, Inc., Moravia, New York, 13118.

Suggested Resources (continued)	Hoppock, R. Occupational information. New York: McGraw-Hill, 1976. Peters, H. J. and Shertzer, B. Guidance: Program development and Management. Columbus: Charles E. Merrill Publishing, 1974.

Competency 5.11	Prepare a career guidance activity appropriate for infusion into the curriculum.
Instructional Procedure	Small group (N=5 -7). Trainees will review curricular objectives related to a specific course and school level.
Assessment Procedures & Conditions	Each group will prepare two or more career guidance activities to be infused into a selected course at a specific school level. These must be included in the package and appropriate methods for use in the classroom would be listed. This might mean a manual for teacher use and a list of materials.
Assessment Criteria	Trainees will be rated "satisfactory" when they complete the prescribed number of packages, present them to other groups and/or teachers, and complete an evaluative review of the package.
Assessor	Faculty and trainees
Suggested Resources	Bailey, L. J. & Stadt, R. Career education: New approaches to human development. Bloomington, IL.: McKnight Publishing, 1973.

Competency 5.13	Plan career programs for potential drop-outs.
Instructional Procedure	Lecture, small group and individual instruction. Trainees should learn about the drop-out problem and the problems of drop-outs. They should select one student so identified and develop materials for use with the specific student. If possible they should interview drop-outs to obtain their feeling about their needs and reactions to education.
Assessment Procedures & Conditions	Trainees will select one potential drop-out and prepare and use materials related to career guidance.
Assessment Criteria	Trainees will be rated "satisfactory" if their materials and plan are related to the needs of drop-outs.
Assessor	Teachers and, if possible, the drop-out student.
Suggested Resources	Flynn, H. J., Saunders, N., & Hoppock, R. Course for dropouts. Clearing House, 1954, 493. Herr, E. L. & Cramer, S. H. Vocational guidance and career development in the schools: Toward a systems approach. Boston: Houghton Mifflin, 1972. Schreader, B. M. The Detroit job upgrading program. Vocational Guidance Quarterly, 11, 1961, 53.

Suggested Resources (continued)	Slotkin, H. New programs for dropouts in New York City: A coordinated approach. Vocational Guidance Quarterly, 1962, 13, 235. Slotkin, H. Three experimental programs for dropouts. Guidance News, Board of Education, N.Y., November, 1961, 2.

Competency 5.14	Organize a meaningful career day.
Instructional Procedure	a. Trainees will be assigned to teams of 5 to 7 individuals with the responsibility to develop a career day for a specified grade level. Relevant characteristics of the student population should also be described (e.g., SES, ability level, type of community). b. Teams will visit a local public school to discuss career days with the guidance staff and complete appropriate library readings. c. Brie presentations approximately 15 minutes in length will be made to the entire group, in addition to submitting an outline of the plan to each member of the class.
Assessment Procedures & Conditions	Presentations and outlines will be rated on whether the objectives and activities planned must be relevant to the type of students who will attend the career day.
Assessment Criteria	Presentations and outlines will be rated as "satisfactory" or "unsatisfactory."

Assessor	Faculty and trainees
Suggested Resources	Feingold, S. N. A career conference for your community, B'nai B'rith Career and Counseling Services, Washington, D. C., 1964. Hoppock, R. Occupational information. New York: McGraw-Hill, 1976. Rubinfeld, W. A. Weekly group conferences on careers. Personnel and Guidance Journal, 1954, 33, 223.

Competency 5.15	Organize a meeting of representatives of educational institutions.
Instructional Procedure	Library assignment and examination of post-secondary educational institutions in the region in teams of 3 or 5. Trainees will develop a list of procedures which should be followed in organizing a college night, including such items as letters of invitation, publicity releases, and staff requirements. A list of institutions should be prepared. The assignments can be organized on a team basis and a final document prepared by the total group.
Assessment Procedures & Conditions	The products developed by each team will be evaluated. Trainees will use a structured rating scale to evaluate other team members.
Assessment Criteria	Team products will be rated as "satisfactory" or "unsatisfactory." A Likert type rating scale will be used by the trainees to rate team members on their initiative, leadership, and general competence in completing the assignment.

Assessor	Faculty and trainees
Suggested Resources	Berger, E. M. Vocational choices in college. Personnel and Guidance Journal, 1967, 45, 888-894. Ginzberg, E. Career guidance: Who needs it, who provides it, who can improve it. New York: McGraw-Hill, 1971. Hoppock, R. Occupational information. New York: McGraw-Hill, 1976. Tolbert, E. L. Counseling for career development. Boston: Houghton Mifflin, 1974.

Competency 5.16	Plan for ancillary career guidance experiences (e.g., field trips, shadowing).
Instructional Procedure	Small group. Trainees will discuss various methods of providing career guidance experiences for students. The trainee would review relevant materials related to field trips, shadowing, in-school employment centers, and so forth.
Assessment Procedures & Conditions	Each group would develop one ancillary experience including rationale for the experience, a description of the experience, materials necessary for the experience, target population, and objectives. If possible the package would be used in a school setting.

Assessment Criteria	Trainees would be rated "satisfactory" when the complete package is presented. Whenever possible, students, teachers, and other school personnel would review the experience.
Assessor	Faculty, trainees and school staff.
Suggested Resources	Herr, E. L. & Cramer, S. H. Vocational guidance and career development in the schools: Towards a systems approach. Boston: Houghton Mifflin, 1972. Hoppock, R. Occupational information. New York: McGraw-Hill, 1976. Isaacson, L. E. Career information in counseling and teaching. Boston: Allyn and Bacon, 1977, Keller, L. J. Career development: An integrated curriculum approach. In K. Goldhammer & R. E. Taylor (eds.) Career education: Perspective and promise. Columbis, Ohio: Charles E. Merrill, 1972.

Competency 5.17	Develop a model work-study program.
Instructional Procedure	Large group lecture and small group discussion. Trainees will review appropriate materials on work-study programs and when possible, work-study personnel would present their programs as part of the course material.

Assessment Procedures & Conditions	Trainees would develop a paper for presentation to the remainder of the class and, when appropriate, to school officials. The paper would contain a description of work-study programs, targeted and populations, necessary school personnel and needed resources.
Assessment Criteria	Trainees would be rated "satisfactory" if they prepared and presented a demonstration of their understanding of work-study programs in general and a specific program.
Assessor	Faculty, trainees and school staff
Suggested Resources	Ginzberg, E. Career guidance: Who needs it, who provides it, who can improve it. New York: McGraw-Hill, 1971. Herr, E. L. & Cramer, S. H. Vocational guidance and career development in the schools: Toward a systems approach. Boston: Houghton Mifflin Company, 1972. Materials from local school districts, e.g., The Buffalo Alternative High School Program. Norris, W., Zeran, R., Hatchm J. R. The information service in guidance: Occupational, educational and social. Chicago: Rand McNally, (see latest edition).

Utilization of Local Resources

by Robert Rossberg

UTILIZATION OF LOCAL RESOURCES

6.1 Demonstrate skill in conducting a needs analysis appropriate to a career guidance.

6.2 Form a community advisory board.

6.3 Establish an industry/education council.

6.4 Utilize community resource personnel in the career guidance program.

6.5 Develop career guidance activities in cooperation with government agencies.

6.6 Organize work experience programs on a credit and non-credit basis.

6.7 Identify agencies which provide career assistance for the handicapped (e.g., Division of Vocational Rehabilitation, Social Security, private agencies).

6.8 Use personnel from institutions of higher education as consultants for a career guidance program.

6.9 Organize field trips in the community which assist in meeting program objectives.

6.10 Utilize school staff in developing a career guidance program.

6.11 Form a student advisory committee.

6.12 Develop publicity materials describing career guidance programs.

6.13 Identify significant groups within a community.

6.14 Develop skills needed to collect and analyze community assessment data.

6.15 Identify individuals who could serve as career guidance resources.

6.16 Compile a list of on-the-job training opportunities.

6.17 Develop an understanding of the potential of computer-assisted systems.

6.18 Compile a list of post-high school training institutions.

6.19 Increase knowledge of local employment opportunities.

6.20 Identify printed career counseling resources available locally.

Competency 6.1	Demonstrate skill in conducting a needs analysis appropriate to career guidance.
Instructional Procedure	a. Analyze published literature pertaining to career guidance and identify the critical issues which relate to the identification of significant career guidance needs with regard to target populations, developmental tasks, and required resources. b. Relate the general career guidance needs to the specific populations and educational entities to be surveyed. c. Develop a survey plan to relate general needs and specific populations to necessary resources. d. Implement the survey and relate the results to current practice within the pertinent educational establishment.
Assessment Procedures & Conditions	The above activity may be appropriately carried out as a group project in two stages. The first stage will deal with the plan for the survey. The second stage will be the actual implementation of the survey.
Assessment Criteria	Determine whether the plan contains all elements necessary to answer the questions raised. In addition, determine whether the completed survey has utility for the target populations and institutions. The type of sampling design which will be used, the rationale for determining sample size, and the items developed for the needs assessment will be rated as "satisfactory" or "unsatisfactory."
Assessor	Faculty and trainees

Suggested Resources

Asher, J.. W. Educational research and evaluation. Boston: Little, Brown, 1976.

Cochran, W. G. Sampling techniques. New York: John Wiley, 1963.

Glock, C. Y. (ed.). Survey research in the social sciences. New York: Russell Sage Foundation, 1967.

Hollis, J. W. & Hollis, L. V. Personalizing information processes, New York: MacMillan, 1969.

Isaacson, W. E. Career information in counseling and teaching. Boston: Allyn and Bacon, 1977.

Miller, D. C. Handbook of research design and social measurement. New York: Davis McKay, 1977.

Raj, D. The design of sample surveys. New York: McGraw-Hill, 1975.

Sampling and statistics handbook for surveys in education. Washington, D. C.: National Education Association, 1965.

Sampling and statistics handbook for surveys in education - Appendix: Washington, D. C.: National Education Association, 1965.

Sociology of work and occupations: An international journal. Beverly Hills, Calif.: Sage Publications, (published quarterly).

Sociological methods and research. Beverly Hills, Calif.: Sage Publications (published quarterly).

Sociology and social research. Los Angeles, Calif.: University of Southern California, (published quarterly).

Wolfe, L., McCowan, R. J. & Hardick, R. The Advent central school simulation exercise. Albany, N. Y.: NYS Education Department, 1974.

Competency 6.2	Form a community advisory board.
Instructional Procedure	Familiarize the trainee with the role and function of a community advisory board. Trainees, either individually or in teams of 2 or 3 will visit advisory boards in the community. Boards such as vocational advisory boards, guidance advisory boards, social services council advisory boards, and others can be selected. Trainees will pay particular attention to the structures of such boards as they relate to such diverse purposes of the constituent power bases and other issues. Trainees will organize a community advisory board for a selected school district.
Assessment Procedures & Conditions	Oral and/or written report to the class which contains a summary of the students observations and the rationale for the selection of the members for the proposed advisory board.
Assessment Criteria	Trainees will list the procedures which should be followed in forming a community advisory board. Distinctions should be made among the procedures used to establish various types of boards. They should also suggest techniques which could be used to evaluate the activities of such groups. As an alternate activity one team could compile a listing of local community advisory boards, including the names of the chairpersons or directors, the major purposes of the group, addresses, and telephone numbers.
Assessor	Faculty and trainee

Suggested Resources

Advisory committee for career education. Cashmere, WA.: Career Education Project, 1973.

Barbarosh, B. Developing a community vocational resource directory. Vocational Guidance Quarterly. 1966, 14, 179.

Center for Research in Vocational and Technical Education at the Ohio State University, Columbus, Ohio.

Daley, T. T. Career development: A cooperative thrust of the school and its community. In L. McClure & C. Buan (eds.). Essays on Career Education. Portland, Oregon: Northwest Regional Laboratory, 1973, 85-94.

Hoyt, K. B. Community resources for career education. Occupational Outlook Quarterly. 1977, 21, 10-21.

Knecht, L. F. Parent power in career education. Career Education Digest. 1976, 7-20.

Miles, C. et. al. Collaboration and equity--business, industry and labor. Illinois Career Education Journal. 1976, 33, 23-27.

Yates, D. J. Community interaction game. Cambridge, Mass.: Simulmatics, 1967.

Local agencies in the community which have formed advisory committees.

Competency 6.3

Establish an Industry/Educational Council.

Instructional Procedure

a. Determine if a local industry education council exists.

Instructional Procedure (continued)	b. If one does exist, teams of 3 to 5 trainees should attend meetings and interview the executive director. c. If area does not have local industry/education council, attend meetings of existing industrial organizations to determine the extent of their involvement with local education activities. d. Develop a simulated industry/education council for a local community with a rationale for the inclusion of each member.
Assessment Procedures & Conditions	Oral and/or written report to the class which contains a summary of trainee's observations and the rationale for the recommendation of the members for the proposed council.
Assessment Criteria	Faculty and peer assessment of the quality of the observations and the skill with which the council has been selected.
Assessor	Faculty and trainees
Suggested Resources	Carr, H. C. & Young, M. A. Industry-education cooperation. Vocational Guidance Quarterly, 1967, 15, 301-304. Ching, J. F. A unique program in industry-education cooperation. Vocational Guidance Quarterly, 1967, 15, 225-228. Clark, D. H. The Niagara Falls area industry-education council: The link between education and work. Catalyst for Change. 1977, 6, 12-13, 23. Elsman, M. (ed.). Education and Work. Washington, D. C.: Education News Services Division of Capital Publications, (published bi-weekly).

Suggested Resources (continued)

Martin, G. E. Closing the communication gap between industry and education. Man/Society/Technology. 1975, 35, 73-75.

Miles, C. et al. Collaboration and equity--business, industry and labor perspectives on EBCE. Illinois Career Education Journal. 1976, 33, 18-22.

National Alliance of Businessmen. Washington, D. C., 20231.

National Association for Industry Education Cooperation, 235 Hendricks Blvd., Buffalo, N. Y., (D. M. Clark, President).

National Association of Manufacturers, 1976 F St. NW., Washington, D. C., 20006.

U. S. Department of Commerce, Bureau of the Census, Washington, D. C., 20233.

Varnerin, R. E. (ed.). The National Association for Industry-Education Cooperation Newsletter. Buffalo, N. Y.: NAIEC, (published quarterly).

Competency 6.4

Utilize community resource personnel in the guidance program.

Instructional Procedure

Identify published sources of potential resource personnel. Directories published by school districts, BOCES, and work-study councils may be included. Develop a sample listing of those who might contribute to the career guidance program. Develop a series of simulated programs designed to employ local resource personnel, and describe how they could be utilized. Include procedures for organizing and evaluating the program. In addition, trainees may identify existing programs and observe and evaluate them.

Assessment Procedures & Conditions	Oral and/or written reports which summarize the data gathered above and which describe the simulated program.
Assessment Criteria	Trainees will list at least 10 published sources of potential resource personnel including the publisher and date of publication. In addition, they will identify at least 25 local individuals who could provide such services with titles and addresses. Procedures for organizing and evaluating the simulated programs must be sequenced and appropriate.
Assessor	Faculty and trainees
Suggested Resources	Barbarosh, B. Developing a community vocational resource directory. Vocational Guidance Quarterly. 1966, 14, 179. Cimino, E. R. Steps to success with your career fair. Journal of College Placement. 1973, 33, 59-63. Figler, H. E. & Mandell, R. R. A network of helpers. Journal of College Placement. 1975, 36, 31-37. Holland, J. Some practical remedies for providing vocational guidance for everyone. Report No. 160. Baltimore, Md.: Center for Social Organization of Schools, Johns Hopkin's University, 1973. Hoppock, R. How to conduct an occupational group conference with an alumnus. Vocational Guidance Quarterly, 1970, 18, 311-312. Kunze, K. R. Industry resources available to counselors. Vocational Guidance Quarterly, 1967, 16, 137-142.

Suggested Resources (continued)

Mathis, H. F. & Mathis, L. R. Occupational literature published by professional societies and trace associations. Vocational Guidance Quarterly. 1976, 10, 70-72.

Minor, C. W. Developing a career resource center. In R. C. Reardon & H. D. Burck (eds.). Facilitating Career Development: Strategies for Counselors. Springfield, Ill.: Charles C. Thomas, 1975, 178-196.

Oliver, W. L. Using community resources. In R. C. Reardon & H. D. Burck (eds.). Facilitating Career Development: Strategies for Counselors. Springfield, Ill.: Charles C. Thomas, 1975, 197-212.

Reardon, R. C. & Burck, H. D. (eds.). Facilitating career development: Strategies for Counselors. Springfield, Ill.: Charles C. Thomas, 1975.

Smaby, M. H. & Holton, G. C. Using career resource people effectively. School Counselor. 1975, 23, 116-120.

Vineyard, E. E. & Brobst, H. K. Vocational interviews by lay resource persons. Vocational Guidance Quarterly, 1962, 10, 35-36.

Competency 6.5

Develop career guidance activities in cooperation with government agencies.

Instructional Procedure

Identify local, state and federal agencies that have the potential to contribute to career guidance activities. Visit local offices of relevant agencies in teams of 2 or 3 to determine the availability of resource information, personnel and programs from government agencies at all levels in the community.

Assessment Procedures & Conditions	Utilizing a division of labor procedure and a group approach to the project, trainees will present oral and written reports of the information gathered and the contacts made. A comprehensive listing of the agencies will be compiled by the total group.
Assessment Criteria	Presentations will be assessed with respect to organization, breadth and depth of the coverage of all levels of potential government involvement.
Assessor	Faculty and trainee
Suggested Resources	Government agencies at all levels in the local community (e.g., Federal level, Civil Service Commission; State level, State Employment Service; local level county, city and town agencies which deal with employment, industrial development, and educational activities).

Competency 6.6	Organize work experience programs on a credit and non-credit basis.
Instructional Procedure	Large group lecture and assigned readings reviewing the rationale, definition, opportunities and limitations of work experience programs. Trainees will observe at least one work experience program conducted by a local district.

Assessment Procedures & Conditions	Trainees will relate the concepts of work experiences discussed during the lecture to the program observed in the field. They should evaluate the extent to which the program achieves the ideal objectives. Suggested modifications of the program should be presented, when appropriate.
Assessment Criteria	Reports will be rated "satisfactory" or "unsatisfactory" based on the extent to which the trainees demonstrate understanding of the philosophy of work experience programs and the ways in which they may be implemented.
Assessor	Faculty
Suggested Resources	A guide for cooperative vocational education. Minneapolis, Minn.: University of Minnesota, College of Education, Division of Vocational and Technical Education, 1969. Becker, R. L. Job training placement for retarded youth: A survey. Mental Retardation, 1976, 14, 7-11. Bennett, R. L. Careers through cooperative work experience. New York: John Wiley, 1977. Bottoms, J. R. & Matheny, K. Occupational guidance, counseling, and job placement for junior high and secondary school youth. Paper presented at the National Conference of Exemplary Programs and Projects Section of the Vocational Education Act, Amendment of 1968, Atlanta, Ga., March, 1969. Cote, T. J. Vocational guidance European style. American Vocational Journal, 1970 45, 24. Covington, F. Credit for out-of-school experiences. Tennessee Education, 1975, 4, 5-7.

Suggested Resources (continued)

Hampson, J. The new vocationalism: A backdrop to experience-based career education, Illinois Career Education Journal, 1976, 33, 4-5.

Hoppock, R. Occupational information. New York: McGraw-Hill, 1976.

Katz, [illegible] K. Swarthmore's extern program. Journal of College Placement, December 1972-January, 1973, 33, 54.

Krumboltz, J. D. Job experience kits, Chicago: SRA, 1970.

Royston, W., Jr. Forsyth County vocational high: An investment in youth. American Vocational Journal. 1970, 58-61.

Competency 6.7

Identify agencies which provide career assistance for the handicapped (e.g., public and private agencies).

Instructional Procedure

Identify by function and type, the varieties of agencies available to provide career assistance for the handicapped. Through reading of resource material, agency literature, and field visit, trainees will distinguish among public and private agencies and their mission and function. In addition, students will identify by name, function, objectives, pre-vocational exploration and training, career assistance, and placement for the handicapped. Specific sub-assignments will be made to individuals and teams within the group.

Assessment Procedures & Conditions

Trainees will develop a compendium of agencies designed to provide career assistance to the handicapped and classify them according to objective, function and sources of support.

Assessment Criteria	The compendium for comprehensiveness and accuracy. Peer ratings will be used to evaluate the performances of trainees.
Assessor	Faculty and trainee
Suggested Resources	Becker, R. L. Job training placement for retarded youth: A survey. Mental Retardation, 1976, 14, 7-11. Black, T. J. Where do I go from here? The involvement of vocational rehabilitation and occupational education with the learning disabled in North Carolina. Rehabilitation Literature, 1976, 6, 32-34. Jaques, M. D., Rehabilitation counseling: Scope and services. Boston: Houghton-Mifflin, 1970. Olshansky, S. Counseling, state vocational rehabilitation and related matters. Rehabilitation Literature, 1976, 37, 263-267. Shrey, D. E. Post-employment services for the severely disabled. Rehabilitation Counseling Bulletin, 1976, 19, 563-570. See also literature from appropriate public and private agencies such as the State Division of Vocational Rehabilitation, State Commission for the Blind, New York University Medical Center, Institute of Rehabilitation Medicine, Niagara Frontier Vocational Rehabilition Center.

Competency 6.8	Use personnel from institutions of higher education as consultants for a career guidance program.
Instructional Procedure	Trainees will identify personnel from institutions of higher education in the community who may be available as consultants for a career guidance program. This should include admission, placement and career education specialists. In addition, trainees should identify members of the academic community engaged in research areas who may be useful in pointing out new career directions. They will identify such potential resource persons by personal contact, examination and evaluation of catalogues, and by contacting appropriate local and regional professional associations. Effort should be made to develop a model appropriate for use in other areas of the country.
Assessment Procedures & Conditions	Trainees will develop a compendium of potential resource personnel appropriate to their local situations with a rationale for the inclusion of particular resource persons in the compendium.
Assessment Criteria	The comprehensiveness of the compendium and the rationale for its evaluation will be rated as "satisfactory" or "unsatisfactory."
Assessor	Faculty
Suggested Resources	Admissions officers and other personnel from appropriate institutions. American Universities and Colleges. Washington, D. C.: American Council on Education, revised every three years.

Suggested Resources	Dale, E. Audio-visual methods in teaching. New York: Dryden Press, 1954. Herr, E. L. and Stanley H. Cramer, Vocational guidance and career development for the schools, New York: Houghton-Mifflin, 1972, 290. Isaacson, L. E. Career information in counseling and teaching. Boston: Allyn and Bacon, 1977, 411-414. Prediger, D. J., Roth, J. D. & Noeth. Career development of youth: A Nationwide study. Personnel and Guidance Journal, 1974, 53, 101. Shertzer, B. & Stone, S. C. Fundamentals of guidance. Boston: Houghton Mifflin, 1976, 294.

Competency 6.10	Utilize school staff in developing a career guidance program.
Instructional Procedure	During field work the trainee will observe the varieties of occupational activities conducted as part of school activities. The trainee will devise a program to help counselors and teachers identify the variety of occupations in the school and a process by which they may be infused into the curriculum. The trainee will also identify the career significance in subject matter areas.
Assessment Procedures & Conditions	Trainees will prepare a plan describing the procedures which should be followed in utilizing various school staff members in a career guidance program. They should provide specific examples of how various staff members can be used and they should describe the career implications of academic subjects.

Assessment Criteria	Proposals will be evaluated in terms of the originality, comprehensiveness and practability. Satisfactory ratings should be obtained in each area.
Assessor	Field supervisor
Suggested Resources	

American Personnel and Guidance Association. Teachers and counselors work together. Washington: American Personnel and Guidance Association, 1965.

American Personnel and Guidance Association. Support personnel for the counselor: Their technical and non-technical roles and preparation. Personnel and Guidance Journal, 1967, 45, 107-108.

American School Counselor Association, National Association of Secondary School Principals, and the American Association of School Administrators. Principals and counselors work together. Washington, D. C.: American Personnel and Guidance Association, 1968.

Bobbe, R. A. & Connolly, P. E. Education decision making: Collaboration among school board, administrators and community. Educational Technology. 1975, 15, 21-24.

Carlson, J., Cavins, D. A. & Dinkmeyer, D. Guidance for all through support personnel. The School Counselor. 1969, 16, 360-366.

Hawaii career development continuum. State of Hawaii, Office of Instructional Services, June 1974.

Kable, D. E., Jr. & Gray, K. E. The planning process as an inservice activity. Theory into Practice, 1975, 14, 39-42.

Herr, E. L. & Cramer, S. H. Vocational guidance and career development in the schools: Toward a systems approach. Boston: Houghton Mifflin Company, 1972.

McKinney, L. A. et al., Career education personnel development. Columbus, Ohio: Ohio State U., 1975.

Stadt, R. W., Bittle, R. E., Kenneke, L. J. & Nystrom, D. C. Managing career education programs. Englewood Cliffs, N. J.: Prentice-Hall, 1973.

Competency 6.11	Form a student advisory committee.
Instructional Procedure	During the trainee's internship and field experience he/she will observe the use of student advisory committees in the areas of career counseling and as a general source of feedback in the evaluation of counseling. The trainee will observe and evaluate the process by which the committee was formed and how it works.
Assessment Procedures & Conditions	The trainee will prepare a written commentary describing the activities of the student advisory committee and evaluating effectiveness.
Assessment Criteria	The trainee will demonstrate understanding of the role and function of the advisory committee and the criteria by which it can be evaluated.
Assessor	Field supervisor

Suggested Resources

Bailey, L. J. & Stadt, R. W. Career education: New approaches to human development. Bloomington, Ill.: McKnight Publishing, 1973.

Demain, C. & DuBato, G. S. CC-LSD: Career conferences - let students do it. Vocational Guidance Quarterly, 1970, 19, 141-144.

Jones, A. J. (revised and updated by B. Stefflre & N. R. Stewart) Principles of guidance. New York: McGraw-Hill, 1970, 203.

Lawler, M. R. Guidelines for developing strategies for introducing planned curricular innovations. In M. R. Lawler (ed.). Strategies for Planned Curricular Innovation. New York: Teachers College Press, 1970.

Ohlsen, M. M. Guidance services in the modern school. New York: Harcourt, Brace, Jovanovich, 1974, 274-275, 393-395.

Competency 6.12

Develop publicity materials describing career guidance programs.

Instructional Procedure

Trainees will develop public information materials for use with students and faculty in the school setting and for dissemination to the broader community. In addition, they will describe various ways in which a school can obtain publicity.

The goal will be to familiarize members of the school community and the broader community with the objectives and resources available in the existing career education program.

Assessment Procedures & Conditions	The trainee will present the materials in class for discussion of possible effectiveness. Where possible, the materials should actually be utilized in the appropriate commnication media.
Assessment Criteria	The material will be evaluated for appropriateness of the context in regard to the goals of the program and the target population. If the publicity material is actually utilized, the impact on the target population will be assessed by a survey of a sample of the community. In addition, trainees will list and describe at least 10 activities which could be used for public relations in regard to the career guidance program (e.g., career fairs, newspaper articles, radio interviews, etc.).
Assessor	Faculty, trainee and field supervisor
Suggested Resources	Consult public information offices of specific institutions for developing local guidelines with respect to media outlets. Dean, A. O. Evaluation: A suburban junior high designed for double duty as a "community living room." AIA Journal, 1976, 65, 62-66. Hoppock, R. Occupational information. New York: McGraw-Hill, 1976. Isaacson, L. E., Career information in counseling and teaching. Boston: Allyn-Bacon, 1977, chapters 14 and 15. Public relations for America's schools. Washington, D. C.: American Association of School Administrators, 1950.

Suggested Resources (continued)

Lusthaus, E. W. Influencing patterns of emerging education interest groups in urban communities. Planning and Changing, 1976, 7, 15-28.

Martin, G. E. Closing the communication gap between industry and education. Man/Society/Technology, 1975, 35, 73-75.

Stoyanoff, E. M. Escalating public interaction with educational leaders. NASSP Bulletin, 1976, 60, 39-42.

Wendorf, R. A. Accentuate the positive in community involvement. Thrust for Education Leadership, 1976, 5, 29.

Wergin, J. F. et al. Evaluating career education programs politically: A case study. Vocational Guidance Quarterly, 1976, 25, 26-33.

Competency 6.13

Identify significant groups within a community.

Instructional Procedure

In the course of field placement and internship the trainee will identify as many and diversified community groups concerned with career education as possible. Target populations within the school and community; resource institutions, such as those concerned with training, advanced education, occupational information and employment aid; employing institutions, such as local industry and public employment sources; work related interest groups, such as labor unions, taxpayer groups and professional associations. All should be noted and catalogued during the course of the internship.

Assessment Procedures & Conditions	During the internship the trainee will identify an individual and/or a specific subgroup in the school setting and develop a 5 to 10 page essay. The essay will emphasize the potential influence of a variety of groups on the experiences of the target individual or group. In addition, the trainee will develop a list of significant community groups, identifying, whenever possible, the individual (s) and/or organizations which serve as leaders or spokesmen for the groups.
Assessment Criteria	The trainee will present his essay to a group of peers and to the field supervisor and faculty advisor to obtain feedback relative to the breadth of his coverage. At least 10 groups should be identified, including those organized on a formal and informal basis.
Assessor	Faculty and field supervisor
Suggested Resources	Local directories and interest group outputs will serve as a beginning resource in this area.

Competency 6.14	Develop skills needed to collect and analyze community assessment data.
Instructional Procedure	The trainee will identify sources of community data relative to career education needs. Such sources as state and local agencies with particular responsibilities

Instructional Procedure (continued)	for employment and industrial development; local industrial councils, Chambers of Commerce and business organizations; labor unions; special target populations; and development groups should be contacted to obtain data about trends, needs and interests. Teams of 3 to 5 trainees will complete the assignment.
Assessment Procedures & Conditions	The teams will compile, collect and integrate information. The final report will be compiled by a committee formed with a representative from each team.
Assessment Criteria	The completeness, uniqueness, and general quality of the information about the community will be evaluated. In addition, the procedures and criteria for analysis of community needs will be examined.
Assessor	Faculty and trainee
Suggested Resources	Burnham, R. W., Johnson, D. H. & Youst, D. B. Some applications of educational media in a support system for educational and career planning. In W. M. Lifton (ed.). Education for Tomorrow. New York: John Wiley, 1970, 875-876. Chialtes, C. T. & Foster, P. V. A management information system in vocational education. Career Education Digest. 1976, 11-15. Elder, L. A. An inservice community occupational survey. Vocational Guidance Quarterly. 1969, 17, 185-188. Kunze, K. R. Industry resources available to counselors. Vocational Guidance Quarterly, 1967, 16, 137-142.

Suggested Resources (continued)

Loughary, J. W., Tondow, M. & Bowman, C. W. The counseling information system 9/10. Personnel and Guidance Journal, 1970, 49, 195-196.

Merkelson, E. Community function in the library's information center. Drexel Library Quarterly, 1976, 12, 59-68.

National Vocational Guidance Association. Guidelines for the preparation and evaluation of career information media. Washington, D. C.: National Vocational Guidance Association, 1972.

Roberts, T. L. Total guidance information support system. Personnel and Guidance Journal, 1970, 49, 194-195.

Strong, M. E. Storehouse of sophisticated materials at voc ed's door. American Vocational Journal. 1976, 51, 26-27.

Competency 6.15

Identify individuals who could serve as career guidance resources.

Instructional Procedure

During the course of completing several of the preceding competencies the trainee will contact many individuals who can serve as career guidance resources. The trainee should note these potential resources in the course of other activities by developing and keeping a resource directory.

Assessment Procedures & Conditions

Resource directories should be shared among trainees as catalogues as to source, type and potential contribution to the career education program.

Assessment Criteria	See 6.14 above.
Assessor	See 6.14 above.
Suggested Resources	Abbott, J. L. How to promote community involvement. National Elementary Principal, 1975, 54, 51-55. Ainsworth, E. Parent involvement in the schools: A parent's view. Thrust for Education Leadership, 1977, 6, 6-8. Capehart, B. E. Education cooperation activities and services of American iron and steel institute. Vocational Guidance Quarterly. 1967, 15, 305-306. Demsch, B. et al. Guidelines for counselors using community agency programs in the schools. Elementary School Guidance and Counseling, 1975, 9, 245-248. Drier, H. N. Jr. & Norton, R. E. Maximizing the utilization of community resources in career education. Journal of Career Education, 1975, 1, 53-68. Knecht L. F. Parent power in career education. Career Education Digest, 1976, 7-20. Haugen, P. et al. School/community involvement at the secondary level. Thrust for Education Leadership, 1977, 6, 14-16. Mannebach, A. J. A survey of community resources and employment opportunities having implications for programs of vocational agriculture. Journal of the American Association of Teacher Education in Agriculture, 1975, 16, 13-17. Quie, A. H. Education, work and the community: An ASTD challenge. Training Development Journal, 1977, 31, 3-8.

Suggested Resources (continued)

Shute, J. Community based education objectives. Education Canada, 1976, 16, 24-27.

Spivey, J. R. Community people in the classroom: Bonanza or busy? Kappa Delta Pi Record, 1976, 12, 122-123, 129.

Stromquist, N. P. Antecedent and concurrent conditions of participation: The case of participatory educational planning. Educational Studies, 1977, 3, 37-54.

Talmage, H. & Ornstein, A. C. School superintendents' attitudes toward community participation: Advisement versus control. Journal of Educational Administration, 1976, 14, 162-175.

Wallace, H. Why community involvement? Thrust for Educational Leadership, 1977, 6, 4-5.

See also 6.2, 6.3, 6.4, 6.5, 6.7, 6.10 and 6.13.

Competency 6.16

Compile a list of on-the-job training opportunities.

Instructional Procedure

The trainees, working in groups will contact local business and industrial resources relevant to available or potential on-the-job training opportunities.

Assessment Procedures & Conditions

The trainees will develop a compendium of existing and potential on-the-job training programs. These should be classified within an appropriate taxonomy. The listing must include the address and telephone number of the employer, the name of the contact person, a description of the job responsibilities, and the rate of pay.

Assessment Criteria	The activity will be rated as satisfactorily completed when the listing is determined to include 80 percent or more of the available on-the-job training opportunities in the area.
Assessor	Faculty, trainee
Suggested Resources	Local publications such as the City Directory, "yellow page" in the telephone directory, the White Directory and the list of members of the Chamber of Commerce. See also references listed in 6.2, 6.3, 6.4, 6.5, 6.7, 6.10, 6.13, and 6.14.

Competency 6.17	Develop an understanding of the potential of computer assisted systems.
Instructional Procedure	a. Examine materials and participate in existing programs of computer assisted systems of career education and educational guidance. b. Arrange for demonstrations by private and public groups offering such programs. c. Develop a model of computer assisted programs which supplements those currently in existence.
Assessment Procedures & Conditions	The trainee should demonstrate knowledge of existing programs, including a sophisticated understanding of the relationship between costs, benefits and utility of the application of such systems in comparison to alternate methods of accomplishing the same task.

Assessment Criteria	The criteria are implicit in the conditions cited.
Assessor	Both the field supervisor who has experience in this area and the faculty advisor will be sources of assessment of this activity,
Suggested Resources	Bohn, M. J., Jr. & Super, D. E. The computer in counseling and guidance programs. Educational Technology, 1969, 9, 29-30. Cassel, R. N. & Mehail, T. The Milwaukee computerized vocational guidance system. Vocational Guidance Quarterly, 1973, 21, 206-213. Franz, F. Adjunct roles of data processing devices in computer assisted counseling. Unpublished paper presented at AERA Convention, Atlantic City, N. J., 1968. Harris, J. The computerization of vocational guidance. Vocational Guidance Quarterly, 1968, 17, 12-20. Harris, J., "The computer guidance tool of the future", Journal of Counseling Psychology, 1974, 21, 331-339. Isaacson, L. E. Career information in counseling and teaching. Boston: Allyn and Bacon, 1977 pp 388-401. Super, D. E. Computers in support of vocational development and counseling. In H. Borow (ed.). Career Guidance for a New Age. Boston: Houghton Mifflin, 1973, 299.

Competency 6.18	Compile a list of post high school training institutions.
Instructional Procedure	Classify post high school training opportunities by type and develop sub-categories for each type. Identify typical training institutions for each of the sub-categories. Identify the major sources and directories of post-high school training institutions.
Assessment Procedures & Conditions	The process of categorization should be assessed, as well as the identification of sources of lists of institutions.
Assessment Criteria	The list should be complete and well-organized. The trainee can refer to the correct source, rather than reproducing the information. The trainee should list and describe at least 8 sources or directories of post-high school training institutions.
Assessor	Faculty
Suggested Resources	American universities and colleges. Washington: American Council on Education, revised every three years. Cohen, N. M. Vocational training directory of the United States. Arlington, Va.: Potomac Press, revised periodically. Fine, B. Barron's profiles of American colleges. Woodbury, N. Y.: Barron's Educational Series, revised periodically. Guide to four-year college majors. Moravia, N. Y.: Chronicle Guidance Publications, revised periodically.

Suggested Resources (continued)

Guide to two-year college majors. Moravia, N. Y.: Chronicle Guidance Publications, revised periodically.

Kempfer, H. H. (ed.). Home study blue book. Washington, D. C.: National Home Study Council, revised yearly.

Lovejoy, C. E. Lovejoy's college guide. New York: Simon and Schuster, revised periodically,

National Council on Technical Schools. Directory of technical institute courses. Washington, D. C.: The Council, revised yearly.

The college blue book, vols. I - III. Yonkers, N. Y.: Christian E. Burckel, revised periodically.

Competency 6.19

Increase knowledge of local employment opportunities.

Instructional Procedure

a. Trainees will familiarize themselves with the primary sources of employment in the area by examining a variety of resources, including newspapers, magazine, Department of Labor, Department of Commerce, and State Employment office data, etc.
b. Invite speakers from the above agencies and/or assemble a panel of employers and personnel directors in the area to discuss current and projected manpower needs in the area.

Assessment Procedures & Conditions	The trainee will a) submit an assessment of local employment opportunities by the use of a standardized occupational classification system, including an assessment of trends; b) develop a written report in which they identify at least six occupations which are projected to increase and 6 that are projected to decrease in the local region.
Assessment Criteria	The assessment of local employment opportunities and the written report will be rated as "satisfactory" or "unsatisfactory."
Assessor	Faculty
Suggested Resources	State Employment Office. U. S. Department of Commerce (local office). U. S. Department of Labor (local office).

Competency 6.20	Identify printed career counseling resources available locally.
Instructional Procedure	As part of the activity for 6.19 outlined above trainees will collect information available from state, union and private sources. Resources of local public libraries, school libraries, special collections, and service clubs should be examined.

Assessment Procedures & Conditions	The trainee, in a group activity which provides for a division of labor among the categories, will develop bibliographic references for career information available locally.
Assessment Criteria	The breadth and appropriateness of the list will determine its acceptability. At least 25 references must be cited.
Assessor	Faculty and trainee
Suggested Resources	Libraries, military recruitment offices, public agencies, local industry and schools may have materials appropriate to this activity,

Chapman, W. System of interactive guidance and information. In Career Education and the Technology of Career Development. Palo Alto, Cal.: American Institutes for Research, 1972, 161-166.

Circle, D. F. The career information service: A guide to its development and use. Newton, Massachusetts Public Schools, 1968. (ED 021 300).

Clark, V. M. A local occupational survey. Vocational Guidance Quarterly. 1962, 10, 115-117.

Merkelson, E. Community function in the library's information center. Drexel Library Quarterly. 1976, 12, 59-68.

Strong, M. E. Storehouse of sophisticated materials at voc ed's door. American Vocational Journal. 1976, 51, 26-27.

See also 6.2, 6.3, 6.4, as well as selected resources from other competencies.

EVALUATION

by M. Duane Mongerson

EVALUATION

7.1 Establish or use existing criteria for evaluating career guidance materials.

7.2 Analyze available data to determine the relevance of the career guidance program in regard to school and community needs.

7.3 Develop skills necessary for evaluating a career guidance program.

7.4 Develop skills necessary to conduct follow-up studies of former students and to relate the data to career guidance programs.

7.5 Use tests that measure career attitudes, aptitudes, interests, maturity, etc.

7.6 Use self-evaluation instruments, self-rating scales, or other techniques to determine student self-concept or self-awareness.

7.7 Develop an evaluation model for a career guidance program in a public school setting.

7.8 Develop an assessment program appropriate for career guidance.

7.9 Identify various types of career assessment instruments.

EVALUATION

Competency 7.1	Establish or use existing criteria for evaluating career guidance materials.
Instructional Procedure	After reviewing literature on evaluative criteria, each trainee will generate a checklist of at least eight criteria which could be used to evaluate commercial materials and eight criteria for evaluating audio-visual commercial materials. Small groups of trainees will develop a revised checklist of at least 10 criteria for each category. A reporter from each small group will present its list to the large group.
Assessment Procedures & Conditions	Trainees will generate a checklist of at least 10 criteria for evaluating printed commercial materials and 10 criteria for evaluating audio-visual commercial materials.
Assessment Criteria	Trainees will be rated "satisfactory" if they develop appropriate criteria.
Assessor	Faculty and trainee
Suggested Resources	Bennett, J. G. & Muncrief, M. C., Instructional materials for career education. Ithaca, New York: Cornell University, 1974. Gronlund, N. E. Measurement and evaluation in teaching. New York: Macmillian, 1976. Hill, G. E. The evaluation of occupational literature. Vocational Guidance Quarterly, 1969, 27, 271.

Suggested Resources (continued)	McCowan, R. J. NAIEC Educational Product Checklist. Buffalo, N.Y.: National Association for Industry Education Cooperation, 1978, (mimeographed). National Vocational Guidance Association. Guidelines for the preparation and evaluation of career information media. Washington: The Association, 1972. Thorndike, R. L., & Hagen, Elizabeth, Measurement and evaluation in psychology and education. New York: John Wiley and Sons, 1969.

Competency 7.2	Analyze available data to determine the relevance of the career guidance program in regard to school and community needs.
Instructional Procedure	Develop a model for assessing the relationship between community and school needs and the career guidance program.
Assessment Procedures & Conditions	a. Large group discussion of the correlation model; b. small groups will review literature and construct a model; c. reporters from each group will present the model to the entire class; d. the large group will constrict a composite system for a career guidance program incorporating critical components from small group models.
Assessment Criteria	The following components should be included in the model: a. planning phase (needs of the community and the school - consult with community and school individuals and groups);

Assessment Criteria (continued)	b. goals and priorities of the CE program; c. diagnosing and prescribing phase; d. program execution phase; e. assessment (measurement); f. monitoring and accountability.
Assessor	Faculty and trainee
Suggested Resources	Bailey, L. J. & Stadt, R. Career education: New approaches to human development. Bloomington, Ill.: McKnigh, 1973. Davis, D. & Borgen, J. Planning, implementing, and evaluating career preparation programs. Bloomington, Ill.: McKnight, 1974. Goldhammer, K. & Taylor, R. E. (eds.). Career education: Perspective and promise. Columbus, Ohio: C. E. Merrill, 1972. Nixon, G. People, evaluation and achievement: A guide to successful human resource development. Houston, Tex.: Gulf Publishing, 1973. U. S. Department of Commerce, Bureau of the Census, Washington, D. C., 20233. Wentling, T. L. & Lawson, T. E. Evaluating occupational education and training programs. Boston: Allyn and Bacon, 1975. Wolfe, L., McCowan, R. J. & Hardick, R. The Advent Central Schools simulation exercise. Albany, N.Y.: New York State Education Department, 1975.

Competency 7.3	Develop skills necessary for evaluating a career guidance program.
Instructional Procedure	The trainee will have the opportunity to participate in one or more of the following instructional procedures: a. attend seminar(s) or lecture(s). b. use Q-sort techniques to evaluate a career guidance program. c. read one or more selected readings. d. telephone interview several persons directly involved in career guidance work and ask their opinions on specific skills used in evaluating career guidance programs.
Assessment Procedures & Conditions	Each trainee will generate a document list of specific skills participants will then form small groups to revise the list a reporter from each small group will present its list to the large group.
Assessment Criteria	Each group will generate a list of 10 specific skills useful for evaluating career guidance programs.
Assessor	Faculty and trainee
Suggested Resources	Bloom, B. S., Hastings, J. T. & Madaus, G. F. Handbook on formative and summative evaluation. New York: McGraw-Hill, 1971. Career guidance: Role and functions of counseling and personnel practitioners in career education. Washington, D. C.: APGA, 1974, mimeographed. Clark, F. E. Evaluating career education. School Shop, 1974, 33, 49-50.

Suggested Resources
(continued)

Edgar, T. E. Wishful wish: Evaluation without virtues. Personnel and Guidance Journal, 1966, 44, 1025-1029.

Frey, D. H. Being systematic when you have but one subject: Ideographic method, N = 1, and all that. Measurement and Evaluation in Guidance. 1973, 6, 35-43.

Glass, G. V. (ed.). Evaluation studies review annual, Vol. 1, Beveral Hills, Calif.: Sage Publications, 1976.

Glass, G. V. (ed.) . Evaluation studies review annual, Vol. 2, Beveral Hills, Calif.:

Herr, E. L. Basic issues in research and evaluation of guidance services. Counseling Education and Supervision, 1964, 4, 9-16.

Hoyt, K. B. & Laramore, D. The counselor's role in career education. In APGA Position Papers under Consideration. Washington, D. C.: APGA, 1974, mineographed.

Jensen, B. T., Coles, G. & Nestor, B. The criterion problem in guidance research. Journal of Counseling Psychology, 1955, 2, 58-61.

Pierson, G. A. Results and achievements to date: The failures and successes of current guidance practices. Transactions of the New York Academy of Sciences series, 1961, 24, 55.

Rothney, J. W. & Lewis, C. W. Use of control groups in studies of guidance. Personnel and Guidance Journal, 1969, 47, 446-449.

Struening, E. L. & Guttentag, M. (eds.). Handbook of evaluation research. Vol. 1. Beverly Hills, Calif.: Sage Publications, 1975.

Struening, E. L. & Guttentag, M. (eds.). Handbook of evaluation research, Vol. 2, Beverly Hill, Calif.: Sage Publications, 1975.

Suggested Resources

Babbie, E. R. Survey research methods. Belmont, Calif.: Wadsworth Publishing, 1973.

Cochran, W. G. Sampling techniques. New York: Wiley, 1963.

Glock, C. Y. (ed.). Survey research in the social sciences. New York: Russell Sage, 1967.

Little, J. K. Review and synthesis of research on the placement and follow-up of vocational education students. Columbus, Ohio: Center for Vocational and Technical Eudcation, The Ohio State University, 1970.

McCowan, R. J., Mongerson, M. D. & Carter, D. E., Occupational education: A survey of secondary school graduates in New York State. Buffalo, N. Y.: State University College at Buffalo, 1971.

Mailey, P. J. A vocational-technical student follow-up system. Olympia, Wash.: Washington State Board for Vocational Education, 1966.

Management surveys for schools, their uses and abuses. Washington, D. C.: American Association of School Administrators, 1964.

Norris, W. et al. The information service in guidance. Chicago: Rand-McNally, 1972.

Raj, Des. The design of sample surveys. New York: McGraw-Hill, 1972.

Robinson, G. Sampling and statistics handbook for surveys in education. Washington, D. C. National Education Association, 1965.

Robinson, G. Appendix to sampling and statistics handbook for surveys in education. Washington, D. C.: National Education Association, 1965.

Suggested Resources (continued)	Wentling, T. L. & Lawson, T. E. Evaluating occupational education and training programs. Boston, Mass.: Allyn and Bacon, 1975.

Competency 7.4	Develop skills necessary to conduct follow-up studies of former students and to relate the data to career guidance programs.
Instructional Procedure	After a large group lecture, trainees will prepare a simulation activity by describing a fictitious school (middle or senior high school) and develop a following study to evaluate career guidance activities conducted by the school
Assessment Procedures & Conditions	Trainees will develop a simulation model which: a. describes a fictitious school district which includes demographic and socioeconomic data for the community and the school. b. Structures an activity which enables the participants to plan and conduct a follow-up study.
Assessment Criteria	Trainees will be rated "satisfactory" by their peers and instructor if they develop an appropriate activity.
Assessor	Faculty and trainees

Suggested Resources (continued)	Simon, J. L. Basic research methods in social science: The art of empirical investigation. New York: Random House, 1969. Wolfe, L., McCowan, R. J. & Hardick, R. The Advent Central Schools simulation exercise. Albany, New York: New York State Education Department, 1975.

Competency 7.5	Use tests that measure career attitudes, aptitudes, interests, maturity, etc.
Instructional Procedure	After a large group presentation, trainees will individually complete, score and interpret the following instruments: a. Career Maturity Inventory. (Crites, 1973). b. Occupational Interest Survey (Kudor, 1970). c. Ohio Vocational Interest Survey (D'Costa, Wenedorder, Odgers, and Koons, 1971). d. Strong Vocational Interest Inventory (Campbell, 1971).
Assessment Procedures & Conditions	Trainees will follow directions provided in manuals for administering and scoring each instrument.
Assessment Criteria	Trainees will be rated "satisfactory" if they properly administer and score 3 of the career instruments listed above.
Assessor	Faculty

Suggested Resources

Anastasi, A. Psychological testing. London: Macmillan Company, 1969.
Macmillan Company, 1969.
Boros, O. K., Tests in print. New Jersey: The Gryphen Press, 1972.

Buros, O. K. (ed.). Vocational tests and reviews. Highland Park, N. J.: The Gryphon Press, 1975.

Campbell, D. P. Handbook for the Strong Vocational Interest Blank. Stanford, Calif.: Stanford University 1971.

Chronbach, L. J. Essentials of psychological testing. New York: Harper and Row, 1970.

Crites, J. Methodological issures in the measurement of career maturity. Measurement and Evaluation in Guidance, 1974, 6, 200-209.

Super, D. E., Measuring vocational maturity in counseling and evaluation, National Vocational Guidance Association, Monography, 1974, APGA Publication Scales, Washington, D. C.

Thorndike, R. L. & Hagen, E. Measurement and evaluation in psychology and education, New York: John Wiley, 1969.

Tittle, K., McCarthy, K. & Steckler, J. F., Women and educational testing--A selective review of the research literature and testing practices. Educational Testing Service, Princeton, New Jersey, 1974.

Competency 7.6	Use self-evaluation instruments- self-rating scales, or other techniques to determine student self-concept or self-awareness.
Instructional Procedure	After a large group lecture and discussion each trainee will review literature on self evaluation instruments and identify instruments appropriate for use with elementary, middle school, and senior high school students.
Assessment Procedures & Conditions	When presented with a list of 10 instruments, trainees will be able to classify instruments according to the appropriate level. In small groups, trainees will administer one of the instruments to a group of 10 or more students and the reactions of the students to the testing process.
Assessment Criteria	Trainees will be rated "satisfactory" by their peers and instructor if they properly administer the instruments.
Assessor	Faculty and trainee
Suggested Resources	Ciminero, A. R., Calhoun, K. S. & Adams, H. E. (eds.). Handbook of behavioral assessment. New York: Wiley, 1977. Cottle, William C., Interest and personality inventories. Boston: Houghton Mifflin Co., 1968. Cramer, S. H., Herr, E. L., Morris, C. N. & Frantz, T. T. Research and the school counselor. Boston: Houghton Mifflin, 1970.

Suggested Resources (continued)

Crites, J. Methodological issues in the measurement of career maturity. Measurement and Evaluation in Guidance, 1974, 6, 200-209.

Jackson, D. N. & Messick, S. (eds.). Problems in human assessment. New York: McGraw-Hill, 1967.

Miller, D. C. Handbook of research design and social measurement. New York: David McKay Co., 1977.

Pfeiffer, J. W. and R. Heslin. Instrumentation in human relations training. Iowa City, Iowa: Universith Associates, 1973.

Super, D. E. and others. Career development: Self-concept theory. New York: College Entrance Examination Board, 1963.

Whitla, D. K. (ed.). Handbook of measurement and assessment in behavioral sciences. Reading, Mass.: Addison-Wesley, 1968.

Competency 7.7

Develop an evaluation model for a career guidance program in a public school setting.

Instructional Procedure

Develop a model for assessing the relationship between former student data and the career guidance program.

Assessment Procedures & Conditions

a. Large group discussion of the philosophy and characteristics of the relationship model.
b. Four small groups will search relevant literature and construct a model which will be presented to the entire class.

Assessment Procedures & Conditions (continued)	c. The large group will construct a model for a follow-up study and will relate simulated findings to components of a career guidance program.
Assessment Criteria	The following components should be included in the model: a. planning. b. diagnosing and presciring. c. program execution. d. assessment and monitoring. e. accountability.
Assessor	Panel composed of faculty member, a guidance counselor and a trainee will evaluate the product.
Suggested Resources	Davis, D. & Borgen, J. Planning, implementing, and evaluating career preparation programs. Bloomington, Illinois: McKnight, 1974. Glass, G. V. (ed.). Evaluation studies review annual. Vol. 1, Beverly Hills, Calif.: Sage Publications, 1976. Glass, G. V. (ed.). Evaluation studies review annual, Vol. 2, Beveraly Hills, Calif.: Sage Publications, 1977. Gronlund, N. E. Measurement and evaluation in teaching. New York: Macmillian, 1976. Herr, E. L., & Cramer, S. H., Vocational guidance and career development in the schools: Towards a systems approach. Boston: Houghton Mifflin Co., 1971. Sax, G. Principles of educational measurement and evaluation. Belmont, Calif.: Wadsworth Publishing, 1974.

Suggested Resources (continued)	Struening, E. L. & Guttentag, M. (eds.). Handbook of evaluation research, Vol. 2, Beverly Hills, Calif.: Sage Publications, 1975. Struening, E. L. & Guttentag, M. (eds.) Handbook of evaluation research, Vol. 1 Beverly Hills, Calif.: Sage Publications, 1975.

Competency 7.8	Develop an assessment program appropriate for career guidance.
Instructional Procedure	Lecture and discussion of the rationale, philosophy, and characteristics of an evaluation system applicable for a career guidance program.
Assessment Procedures & Conditions	Large group discussion of the rationale, philosophy and characteristics of the evaluation system, followed by team construction of a composite evaluation system for a career guidance program incorporating components/criteria from each team models.
Assessment Criteria	The following components/criteria should be included: a. planning phase (rationale and philosophy and explicitly stated goals and objectives); b. diagnosing and prescribing phase (student entering behavior and needs assessment and teaching/learning strategy selection);

Assessment Criteria (continued)	c. program executing intents phase (materials, resources and implementation); d. assessment phase (measurment); e. monitoring and accountability phase (field testing capability and performance evaluation based on objectives); f. Cybernetic loop (feedback system).
Assessor	Faculty and trainee
Suggested Resources	Bloom, B. S., Hastings, J. T. & Madaus, G. F. Handbook on formative and summative evaluation of student learning. New York: McGraw-Hill, 1971. Burck, H. D. & Peterson, G. W. Needed: More evaluation, not research. Personnel and Guidance Journal, 1975, 53, 563-570. Dykstra, C. T. Accountability: The monthly and yearly guidance report. School Counselor, 1973, 21, 151-153. Evaluative criteria, section 7, guidance services. Washington, D. C.: National Study of Secondary School Evaluation, 1969, pp. 289-300. Ginzberg, E. Career guidance. New York: McGraw-Hill, 1971. Gronlund, N. E., Determining accountability for classroom instruction. New York: Macmillan, 1973. Gubser, M. M. Performance-based counseling: Accountability or liability? School Counselor, 1974, 296-302. Guidance evaluation forms. Indianapolis: Indiana State Department of Public Instruction, 1973.

Suggested Resources (continued)

Guidance evaluation inventory. Atlanta, Ga.: Georgia State Department of Education, 1973.

Hill, C. A process approach for establishing counseling goals and outcomes. Personnel and Guidance Journal, 1975, 53, 571-577.

Missouri guidance handbook. Jefferson City, Co.: Missouri State Department of Education, Guidance Services Section, 1973.

Rothney, J. W. M. & Farwell, G. F. The evaluation of guidance and personnel services. Review of Educational Research, 1960, 30, 168-175.

Trembly, E. L. & Bishop, J. B. Counseling centers and the issue of accountability. Personnel and Guidance Journal, 1974, 52, 647-652.

Wellman, F. & Twilford, D. D. Guidance, counseling and testing program evaluation. Washington, D. C.: U. S. Government Printing Office, 1961.

Competency 7.9

Identify various types of career assessment instruments.

Instructional Procedure

After a large group presentation, trainees will use sources which describe tests that measure career attitudes, aptitudes and interests (e.g., Buros Mental Measurements Yearbook).

Assessment Procedures & Conditions	Trainees will list and describe at least four instruments that can be used to measure career awareness and vocational interests. Descriptions should include names and addresses of publishers, date of publication, cost, age levels for which appropriate and data on validity and reliability.
Assessment Criteria	Trainees will be rated as satisfactory by their instructor if they include each of the above criteria.
Assessor	Faculty
Suggested Resources	Barclay, J. R., Controversial issues in testing. Boston: Houghton Mifflin Co., 1968. Buros, Oscar K., Tests in print. New Jersey: The Gryphen Press, 1972. Buros, O. K. (ed.). Vocational tests and reviews. Highland Park, N. J.: Gryphan Press, 1975. Darley, J. G. & Hagenah, T. Vocational interest measurement. Minneapolis, Minn.: University of Minnesota Press, 1955. Drier, H. N. Jr. (ed.). Career development resources: A guide to audiovisual and printed materials for grades N - 12. Worthington, Ohio: Charles A. Jones, 1973. Robinson, J. P., Athanasiou, R. & Hess, K. B. Measures of occupational attitudes and occupational characteristics. Ann Arbor, Mich.: Institute for Social Research, U. of Michigan, 1969. Super, D. E., Measuring vocational maturity in counseling and evaluation, National Vocational Guidance Association, Monography, 1974, APGA Publication Scales, Washington, D. C.

APPENDIX I

Directory of Publishers of Commercial Educational,
Occupational, and Career Development Materials and/or Tools

Directory of Publishers of Commercial Educational,
Occupational, and Career Development Materials and/or Tools

Prepared by Edwin L. Herr and Stanley H. Cramer

Aaron Press	14 E. 2700 South	Salt Lake City, Utah 84115
Abelard Schuman Ltd.	6 N. 57th Street	New York, New York 10019
Abingdon Press	201 Eighth Ave., S.	Nashville, Tenn. 37202
Abt Publications	55 Wheeler Street	Cambridge, Mass. 02138
Academic Press, Inc.	11 Fifth Avenue	New York, New York 10003
Addison-Wesley	South Street	Reading, Mass. 01867
Aims Instructional Media Services, Inc.	P.O. Box 1010	Hollywood, Calif. 90028
Allyn and Bacon, Inc.	470 Atlantic Avenue	Boston, Ma. 02110
Alp Publications	3048 North 34th St.	Milwaukee, Wisconsin 53210
American Book Company	55 Fifth Avenue	New York, New York 10003
American College Testing Prog.	P.O. Box 168	Iowa City, Iowa 52240
American Guidance Service	Publishers' Building	Circle Pines, Minnesota 55014
American Personnel and Guidance Association	1607 New Hampshire Ave., N. W.	Washington, D. C. 20009
American Psychological Assn.	1200 17th St., N.W.	Washington, D. C. 20036
American Vocational Assn.	1025 15th St., N. W.	Washington, D. C. 20005
Arco Publishing Co., Inc.	219 Park Avenue South	New York, New York 10003
Argus Communications	7440 Natchez	Niles, Illinois 60648
Association Films, Inc.	347 Madison Avenue	New York, New York 10017

Association Press	291 Broadway	New York, New York 10007
Avid Corporation	Ten Tripps Lane	East Providence, R.I., 02914
Bailey Film, Inc.	6509 De Longpre Avenue	Hollywood, Calif. 90028
Barron's Educational Series, Inc.	113 Crossways Park Dr.	Woodbury, New York 11797
Benefic Press	10300 W. Roosevelt Rd.	Westchester, Ill., 60153
BFA Educational Media	2211 Michigan Avenue	Santa Monica, Ca. 90404
B'nai B'rith Career and Counseling Services	1640 Rhode Island Av.N.W.	Washington, D. C. 20036
Bobbs-Merrill Co., Inc.	4300 W. 62nd Street	Indianapolis, Ind. 46206
Bowmar Publishing Corp.	622 Rodier Drive	Glendale, Ca. 91201
Bunting & Lyon, Inc.	238 North Main Street	Wallingford, Conn. 06490
Bureau of Publications	Teachers College, Columbia Univ. 525 West 120th St.	New York, New York 10027
Burgess Publishing Company	426 South Sixth St.	Minneapolis, Minn. 55415
California Test Bureau	Del Monte Research Park	Monterey, Ca. 93940
Career Associates	P.O. Box 2316	Newport Beach, Calif. 92663
Career Associates	P.O. Box 505	Lansdale, Pa. 19446
Career Films, Inc.	2100 Locust Street	Philadelphia, Pa. 19103
Careers, Inc.	P.O. Box 135	Largo, Florida 33540
Carlton Films	2870 Bartells Drive	Beloit, Wisc. 53511
Catalyst	14 E. 60th Street	New York, New York 10022
Center for Humanities	2 Holland Avenue	White Plains, New York 10603
Centron Corp.	18 East 41 Street	New York, New York 10000
Changing Times Education Service	1729 H Street, N.W.	Washington, D. C. 20006

Channing L. Bete Co., Inc.	45 Federal Street	Greenfield, Mass. 01301
Charles W. Clark Co., Inc.	564 Smith Street	Farmingdale, New York 11735
Children's Press	1224 W. Van Buren St.	Chicago, Illinois 60607
Chronicle Guidance Publications, Inc.		Moravia, New York 13118
Classroom World Productions	22 Glenwood Avenue, Box 2090	Raleigh, N. C. 27602
John Colburn Associates, Inc.	265 Alice Street	Wheeling, Ill. 60090
College Entrance Examination Board	888 Seventh Avenue	New York, New York 10019
Commercial Educational Distributing Services	P.O. Box 3711	Portland, Oregon 97208
Consulting Psychologists Press	577 College Avenue	Palo Alto, Calif. 94306
Continental Publishing Co.	1261 Broadway	New York, New York 10001
David C. Cook Publishing Co.	850 North Grove Avenue	Elgin, Illinois 60120
Coronet Films	65 E. South Water St.	Chicago, Illinois 60600
Counseling Films, Inc.	P.O. Box 1047	Madison, Wisconsin 53701
Counselor Films, Inc.	1728 Cherry Street	Philadelphia, Pa. 19103
Coward McCann, Inc.	200 Madison Avenue	New York, New York 10016
Croner Publications	211 Jamaica Avenue	Queens Village, N.Y. 11428
Thomas Y. Crowell Company	201 Park Ave., South	New York, New York 10003
Curriculum Innovations, Inc.	501 Lake Forest Avenue	Highwood, Illinois 60040
John Day Co., Inc.	200 Madison Avenue	New York, New York 10016
Denoyer-Geppert	5235 Ravenswood Avenue	Chicago, Illinois 60640
Louis De Rochemont Associates, Inc.	18 E. 48th Street	New York, New York 10017

Dodd, Mead & Company	79 Madison Avenue	New York, New York 10016
Dorsey Press	1818 Ridge Road	Homewood, Illinois 60430
Doubleday & Company, Inc.		
School and Library Division		Garden City, New York 11530
Dowling Pictures	1056 South Robertson Blvd.	Los Angeles, Ca. 90000
E. P. Dutton & Company	201 Park Avenue South	New York, New York 10003
Education Achievement Corp.	P.O. Box 7310	Waco, Texas 76710
Educational Activities, Inc.		Freeport, New York 11520
Educational Design, Inc.		
Educational Resources Div.	47 West 13th Street	New York, New York 10011
Educational Dimensions	Box 146	Great Neck, New York 11023
Educational Enrichment		
Materials, Inc.	83 East Avenue	Norwalk, Conn. 06851
Educational Horizons Press	Box 751	Melville, New York 11746
Educational and Industrial		
Testing Service	P.O. Box 7234	San Diego, Calif. 92107
Educational Media Corp.	Box 847	Madison, Wisc. 53701
Educational Progress Corp.	8538 East 41st St.	Tulsa, Okla. 74415
Educational Resources, Inc.	P.O. Box 353	
	Old Chelsea Station	New York, New York 10011
Educational Testing Service	20 Nassau Street	Princeton, New Jersey 08540
Education Ventures, Inc.	209 Court Street	Middletown, Conn. 06457
Edu-Craft, Inc.	6475 DuBois	Detroit, Mich. 48200
Elkins Company	10031 Commerce Street	Tujunga, Ca. 91042
Employment Training Corp.	300 Central Park West	New York, New York 10024

Encyclopedia Britannica Films, Inc.	425 N. Michigan Avenue	Chicago, Illinois 60611
EPIE Institute	463 West Street	New York, New York 10014
Eye Gate Instructional Materials	146-01 Archer Avenue	Jamaica, New York 11435
Farrar, Straus & Giroux, Inc.	19 Union Square W.	New York, New York 10003
Fearon Publishers, Inc. Div. of Pittman Publ. Inc.	6 Davis Drive	Belmont, Calif. 94002
J. G. Ferguson	Six N. Michigan Avenue	Chicago, Illinois 60602
Fieldler Company	31 Ottawa, N. W.	Grand Rapids, Mich. 49500
Finney Company	3350 Gorham Avenue	Minneapolis, Minn. 55426
Gordon Flesch Company	225 Beltline Hy., N.	Madison, Wisconsin 53713
Follett Publishing Company	1000 N. Washington Blvd.	Chicago, Illinois 60607
Friendship Press	475 Riverside Drive	New York, New York 10027
Frith Films	1816 North Highland Dr.	Hollywood, Ca. 90028
Garrard Press	510-522 N. Hickory St.	Champaign, Illinois 61820
Ginn & Company	P.O. Box 191	Boston, Ma. 02100
Golden Press, Inc.	850 Third Avenue	New York, New York 10022
Grosset & Dunlop Publishing Company	51 Madison Avenue	New York, New York 10010
Guidance Associates	757 Third Avenue	New York, New York 10017
Guidance Exchange	3310 Rochambeau Avenue	Bronx, New York 10467
E. M. Hale and Company		Eau Claire, Wisconsin 54701
Halewyn Films	106 John Street	Toronto, Canada
Harcourt Brace Jovanovich	757 Third Avenue	New York, New York 10017
Harper & Row, Publishers	Keystone Industrial Pk.	Scranton, Penna. 18512

Hastings House Publishers, Inc.	151 E. 50th Street	New York, New York 10022
Hawthorne Books, Inc.	70 Fifth Avenue	New York, New York 10011
D. C. Heath & Company	285 Columbus Avenue	Boston, Ma. 02116
Henk Newenhouse, Inc.	1825 Willow Road	Northbrook, Ill. 60093
Hoffman Educational Systems	4423 Arden Drive	El Monte, Calif. 91734
Holt, Rinehart, & Winston	383 Madison Avenue	New York, New York 10017
Houghton Mifflin	1 Beacon Street	Boston, Mass. 02107
Human Resources Consultants	1950 Allison Park Dr.	Richland Center, Wis. 53581
Institute for Personality and Ability Testing	1602 Coronado Drive	Champaign, Ill. 61822
Instruction Media Company	P.O. Box 185	Green Lake, Wis. 54941
I(T) WORK(S), Inc.	1204 Rio Grande	Denton, Texas 76201
Thomas Jacobson	5945 Highgate Court	La Mesa, Calif. 92041
Jam Handy, Inc.	2861 East Grand Blvd.	Detroit, Mich. 48211
Johnson Press, Inc.	P.O. Box 4156	Rockford, Ill. 61100
Johnson Publishing Company	428 South Wilbur	Mesa, Ariz. 85202
King Comic Books	235 E. 45th Street	New York, New York 10017
Alfred A. Knopf, Inc.	30 West 60th Street	New York, New York 10023
Knowledge Aid	6633 West Howard St.	Niles, Ill. 60648
Lantern Press	257 Park Avenue, South	New York, New York 10003
Lawren Productions, Inc.	P.O. Box 1542	Burlingame, La. 94010
Learning Corporation of America	711 Fifth Avenue	New York, New York 10022
J. B. Lippincott Company	E. Washington Square	Philadelphia, Pa. 19105
Lithrop Publishing Company	105 Madison Avenue	New York, New York 10006
Little, Brown and Company	34 Beacon Street	Boston, Ma. 02106

Lyons and Carnahan	407 East 25th Street	Chicago, Illinois 60610
Macmillan Library Services	255 B. Brown Street	Riverside, New Jersey 08075
Maco Publishing Co., Inc.	757 Third Avenue	New York, New York 10017
Mafex Associates	111 Baron Avenue, Box 519	Johnstown, Penna. 15907
Magic Circle People	7574 University Avenue	La Mesa, Calif. 92041
Manpower Administration U.S. Department of Labor		Washington, D. C. 20210
McCormick Mathers	300 Pike Street	Cincinnati, Ohio 45202
McGraw-Hill	330 West 42nd Street	New York, New York 10036
David C. McKay Co., Inc.	750 Third Avenue	New York, New York 10017
McKnight Publishing Company	Box 854	Bloomington, Illinois 61701
Melmount Publishers, Inc.	1224 North Van Buren St.	Chicago, Illinois 60607
Mercer Enterprises	4241 Norman Avenue	Hollywood, Ca. 90029
Merchandiser Film Prod.	419 Park Avenue, South	New York, New York 10016
Meredith Press	1716 Locust Street	Des Moines, Iowa 50303
Charles E. Merrill Publishing Company	1300 Alum Creek Drive	Columbus, Ohio 43216
Julian Messner	One West 39th Street	New York, New York 10018
MINCOMP	1780 S. Bellaire St.	Denver, Colorado 80222
Mini Productions	192 Hyeholde Drive	Coraopolis, Penna. 15108
William Morrow & Company	105 Madison Avenue	New York, New York 10016
National Association of Trade and Technical Schools	2021 L Street, N.W.	Washington, D. C. 20036
National Career Consultants, Inc.	9978 Monroe Drive	Dallas, Texas 75220
National Computer Systems	4401 W. 76th Street	Minneapolis, Minn. 55435

Thomas Nelson & Sons	Copewood & Davis Sts.	Camden, New Jersey 08103
Neubacker Productions	10609 Bradbury Road	Los Angeles, Ca. 90064
NEWIST	P.O. Box 7711	Green Bay, Wis. 54303
Occupational Awareness	P.O. Box 5098	Los Angeles, Ca. 90055
Occupational Outlook Service Bureau of Labor Statistics U. S. Department of Labor		Washington, D. C. 20212
Occu-Press	P.O. Box 1464 Grand Central P.O.	New York, New York 10003
Oceans Publications, Inc.	40 Cedar Street	Dobbs Ferry, New York 10522
Odyssey Press, Inc.	55 Fifth Avenue	New York, New York 10003
Olympus Publishing Company	1670 E. Thirteenth, S.	Salt Lake City, Utah 84115
Oxford University Press	417 Fifth Avenue	New York, New York
Palmer Publications	25 West 45th Street	New York, New York 10036
Parker Brothers, Inc.		Salem, Mass. 01970
Park Publishing House	414 West Vleet Street	Milwaukee, Wis. 53208
Pathescope Educ. Films	71 Weyman Avenue	New Rochelle, N.Y. 10802
Pennant Educational Materials	P.O. Box 236	Northfield, Ill. 60093
J. C. Penney, Inc.	1301 Avenue of the Americas	New York, New York 10019
Personnel Press, Inc.	200 Nassau Street	Princeton, New Jersey 08540
Personnel Services	P.O. Box 306	Jaffrey, N. H. 03452
George A. Pflaum, Publishers	38 West Fifth Street	Dayton, Ohio 45402
Pitman Publishing Company	20 East 46th Street	New York, New York 10017
R. L. Polk & Company	130 4th Avenue, North	Nashville, Tenn. 37219

Prentice-Hall, Inc.		Englewood Cliffs, N.J. 17632
The Psychological Corporation	757 Third Avenue	New York, New York 10017
Psychological Test Specialists	Box 1441	Missoula, Mont. 59804
Psychometric Affiliates	Box 3167	Munster, Indiana 46321
G. P. Putnam's	200 Madison Avenue	New York, New York 10016
Q E D Productions	Box 1608	Burbank, Ca. 91507
Rand McNally & Company	P.O. Box 7600	Chicago, Illinois 60680
Random House	457 Madison Avenue	New York, New York 10022
Research Publishing Company	Box 1474	Madison, Wis. 53701
Research Psychologists Press		Goshen, New York 10924
Richtext Press	1224 West Van Buren St.	Chicago, Illinois 60607
R.O.A.'s Films	1696 North Astor St.	Milwaukee, Wis. 53202
Roche Testing Service		
Hoffman-La Roche, Inc.		Nutley, New Jersey 07110
Ronald Press	15 East 26th Street	New York, New York 10010
Richards Rosen Press	29 East 21st Street	New York, New York 10010
Scholastic Book Services		
Div. Scholastic Magazines	906 Sylvan Avenue	Englewood Cliffs, N.J. 07632
Scholastic Magazines, Inc.	902 Sylvan Avenue	Englewood Cliffs, N.J. 07632
Scholastic Testing Service	480 Meyer Road	Bensenville, Ill. 60106
Science Research Associates	259 E. Erie Street	Chicago, Illinois 60611
Scott Foresman & Company	1900 E. Lake Avenue	Glenview, Ill. 60025
Charles Scribners	597 Fifth Avenue	New York, New York 10017
The Seabury Press	815 Second Avenue	New York, New York 10017
Sextant Systems, Inc.	3048 N. 34th Street	Milwaukee, Wis. 53210

Sheridan Psychological Services	P.O. Box 837	Beverly Hills, Ca. 90213
Silver Burdett Company	Park Avenue	Morristown, N.J. 07960
Simon and Schuster	630 Fifth Avenue	New York, New York 10020
Singer Career Systems	80 Commerce Drive	Rochester, New York 14623
Singer Society for Visual Education, Inc.	1345 Diversey Parkway	Chicago, Illinois 60614
S. L. Film Productions	5126 Hartwick Street	Los Angeles, Ca. 90041
Southwestern Publishing Co.	5101 Madison Road	Cincinnati, Ohio 45227
Springer Publishing Co., Inc.	200 Park Ave., South	New York, New York 10003
Stanford University Press		Palo Alto, Ca. 94305
Sterling Educational Films, Inc.	6 East 39th Street	New York, New York 10023
Sterling Publishing Company	419 Fourth Avenue	New York, New York
C. H. Stoetling Company	424 North Homan Ave.	Chicago, Illinois 60624
R. A. Stone Products	18279 Livernois	Detroit, Michigan 48221
Studies for Urban Man, Inc.		Tempe, Arizona 85281
Success Motivation Institute	P.O. Box 7614	Waco, Texas 76700
Success Research Consultants, Inc.	17055 S. Oak Park Ave.	Tinley Park, Illinois 60477
Teaching Films Custodians	25 West 43rd Street	New York, New York
Troll Associates	E. 64 Midland Avenue	Paramus, New Jersey 07652
United World Films, Inc.	221 Park Avenue, South	New York, New York 10003
U. S. Department of Labor Bureau of Labor Statistics	GAO Building	Washington, D. C. 20212
United States Employment Service		Washington, D. C. 20210

U. S. Government Film Service	245 West 55th Street	New York, New York 10019
U. S. Government Printing Office Superintendent of Documents		Washington, D. C. 20402
Valient, Inc.	237 Washington Ave.	Hackensack, N. J. 07602
Vantage Press, Inc.	120 West 31st Street	New York, New York 10001
Viking Press	625 Madison Avenue	New York, New York 10022
Visual Education Consultants	2066 Helena Street	Madison, Wis. 53701
Vocational Biographics, Inc.	Box 146	Sauk Centre, Minn. 56378
Vocational Films	111 Euclid Avenue	Park Ridge, Illinois 60068
Vocational Guidance Manuals	235 East 45th Street	New York, New York 10017
Wadsworth Publishing, Inc.	10 Davis Drive	Belmont, Ca. 94002
Henry Z. Walck, Inc.	19 Union Square, West	New York, New York 10003
Franklin Watts	575 Lexington Avenue	New York, New York 10022
Western Psychological Services	12035 Wilshire Blvd.	Los Angeles, Calif. 90025
Western Publishing Company	850 Third Avenue	New York, New York 10022
Westinghouse Learning Corp.	100 Park Avenue	New York, New York 10017
Westminster Press	Witherspoon Building	Philadelphia, Pa. 19107
Albert Whitman & Company	560 West Lake Street	Chicago, Illinois 60606
John Wiley & Sons, Inc.	605 Third Avenue	New York, New York 10016
H. H. Wilson Company	950 University Avenue	Bronx, New York 10452
E. F. Wonderlic & Associates, Inc.	P.O. Box 7	Northfield, Ill. 60093
World Publishing Company	2231 West 110th St.	Cleveland, Ohio 44102

Appendix 2

Sources of Free Occupational Information

Sources of Free Occupational Information

Developed by Irma Godlin, Bureau of Educational and Vocational Guidance, New York City (By permission)

By writing to the sources in this section, a school can receive free career materials which can be utilized in developing an up-to-date Career Information File.

Accounting Careers Council
National Distribution Center
P.O. Box 650, Radio City Station
New York, New York 10019

Advertising Education Publications
3429 55th Street
Lubbock, Texas 79413

Aerospace Industries Assn. of American Industries
1725 DeSales Street, N.W.
Washington, D.C. 20036

Aerospace Medical Assn.
Washington National Airport
Washington, D.C. 20001

Agency for International Development
Washington, D.C. 20523

Agricultural Research Services
U.S. Department of Agriculture
Hyattsville, Maryland 20782

Air Conditioning Institute
1815 N. Fort Myer Drive
Arlington, Va. 22209

Air Force Recruiting Service
6209 18th Avenue
Brooklyn, New York 11204

Air Transport Assn. of America
1000 Connecticut Avenue
Washington, D.C. 20036

Allis-Chalmers
Milwaukee, Wisconsin 53200

American Academy of Arts and Sciences
165 Allandale Street
Jamaica Plains Station
Boston, Massachusetts 02130

American Assn. for Health, Physical Education and Recreation
1201 16th Street, N.W.
Washington, D.C. 20036

Alumnae Advisory Center, Inc.
541 Madison Avenue
New York, New York 10022

American Assn. of Nurserymen, Inc.
230 Southern Building
Washington, D.C. 20005

American Astronomical Society
Mr. H.M. Gurlin, Executive Director
211 Fitz Randolph Road
Princeton, New Jersey 08405

American Bakers Association
Suite 650
1700 Pennsylvania Avenue, N.W.
Washington, D.C. 20006

American Bar Association
Information Service
1155 E. 60th Street
Chicago, Illinois 60637

American Accounting Association
School of Commerce
University of Wisconsin 53700

Amalgamated Meat Cutters and Butcher Workmen of North America
2800 N. Sheridan Road
Chicago, Illinois 60657

American Animal Hospital Assn.
3920 E. Jackson Boulevard
Elkhart, Indiana 46514

American College of Physicians
4200 Pine Street
Philadelphia, Pa. 19104

American Council on Education for Journalism
Ernie Pyle Hall
Bloomington, Indiana 47405

American Dental Hygienists Assn.
American Dental Association
Council on Dental Education
211 E. Chicago Avenue
Chicago, Illinois 60611

American Board of Funeral Service Education
201 Columbia Street
Fairmont, West Virginia 26554

American Camping Association
Bradford Woods
Martinsville, Indiana 46151

American Ceramic Society
4055 North High Street
Columbus, Ohio 43214

American Chemical Society
1155 16th Street, N.W.
Washington, D.C. 20036

American College of Hospital
Administrators
840 North Lake Shore Deive
Chicago, Illinois 60611

American College of Surgeons
55 East Erie Street
Chicago, Illinois 60611

American Industrial Arts Assn.
1210 16th Street, N.W
Washington, D.C. 20005

American Institute of Aeronautics
and Astronautics, Inc.
1290 Avenue of the Americas
New York, New York 10019

American Guild of Musical Artists
1841 Broadway
New York, New York 10020

American Institute of Chemical
Engineering
345 East 47th Street
New York, New York 10017

American Dietetic Association
620 N. Michigan Avenue
Chicago, Illinois 60611

American Dental Assistants Assn.
American Dental Association
211 East College Avenue
Chicago, Illinois 60611

American Forestry Association
Chief Forester's Office
1319 18th Street, N.W.
Washington, D.C. 20036

American Federation of Infor-
mation Processing Soceities
210 Summit Avenue
Montvale, New Jersey 07645

American Federation of Labor and
Congress of Industrial Organization
Building and Construction Trades
Dept., 815 16th Street, N.W.
Washington, D.C. 20006

American Federation of Teachers
Order Department
1012 14th Street, N.W.
Washington, D.C. 20036

American Federation of Technical
Engineers
1126 16th Street, N.W.
Washington, D.C.

American Institute of Architects
1735 New York Avenue, N.W.
Washington, D.C. 20006

American Guild of Organists
630 Fifth Avenue
New York, New York 10020

American Historical Association
400 A Street, S.E.
Washington, D.C. 20003

American Hospital Association
840 N. Lake Shore Drive
Chicago, Illinois 60611

American Hotel and Motel Assn.
Kellogg Center
Michigan State University
East Lansing, Michigan 48823

American Mathematical Society
P.O. Box 6248
Providence, Rhode Island 02904

American Physiological Society
9650 Rockville Pike
Bethesda, Maryland 20014

American Phychological Assn.
1200 17th Street, N.W.
Washington, D.C. 20036

American Medical Association
535 N. Dearborn Street
Chicago, Illinois 60610

American Music Conference
150 East Huron Street
Chicago, Illinois 60611

American National Red Cross
Washington, D.C. 20006

American Optometric Assn.
7000 Chippewa Street
St. Louis, Missouri 63119

American Osteopathic Assn.
312 East Ohio Street
Chicago, Illinois 60611

American Petroleum Institute
1801 K Street, N.W.
Washington, D.C. 20006

American Statistics Assn.
806 15th Street, N.W.
Washington, D.C. 20006

American Society of Photogrammetry
105 N. Virginia Avenue
Falls Church, Va. 22046

American Speech and Hearing Assn.
9030 Old Georgetown Road
Washington, D.C. 20014

American Trucking Assn., Inc.
1616 P Street, N.W.
Washington, D.C. 20036

American Legion Ed. and Scholarship Program, Americanism Division
Indianapolis, Indiana 46206

American Arbitration Assn.
140 West 51st Street
New York, New York 10020

American Library Association
Office for Recruitment
50 E. Huron Street
Chicago, Illinois 60611

American Model Festival
P.O. Box 100
Croton-on-Hudson, N.Y. 10520

American Management Assn.
135 W. 50th Street
New York, New York 10020

American Society of Astronomy
677 Sego Road
Madison, Wisconsin 52700

American Meteorological Society
45 Beacon Street
Boston, Massachusetts 02108

American Society for Engineering Education, Publication Sales
Suite 400, One Dupont Circle
Washington, D.C. 20036

American School Counselor Assn.
1605 New Hampshire Avenue, N.W.
Washington, D.C. 20009

American Society of Heating
Regrigerating and Air Conditioning
345 East 47th Street
New York, New York 10017

American Society for Metals
Metals Park, Ohio 44073

American Society of Limnology and
Oceanography
W.W. Kellogg Biological Station
Michigan State University
Hickory Corners, Michigan 49060

American Registry for Radiologic
Technicians
2600 Wayzata Boulevard
Minneapolis, Minnesota 55405

American Textile Manufacturing
Institute
1501 Johnson Building
Charlotte, North Carolina 28200

American Veterinary Medical Assn.
930 North Meacham Road
Schaumburg, Illinois 60172

American Watchmakers Institute
P.O. Box 11011
Cincinnati, Ohio 45211

American Society of Radiologic
Technologists, Suite 836
500 North Michigan Avenue
Chicago, Illinois 60611

American Society for Pharmacology
and Experimental Therapeutics, Inc.
9650 Rockville Pike
Bethesda, Maryland 20014

American Iron and Steel Institute
150 East 42nd Street
New York, New York 10017

American Society of Personnel
Admin.
19 Church Street
Berea, Ohio 44017

American Assn. of Advertising
Agencies
200 Park Avenue
New York, New York 10017

American Paper Institute
260 Madison Avenue
New York, New York 10016

American Medial Technologist
710 Higgins Road
Park Ridge, Illinois 60068

American Podiatry Assn.
20 Chevy Chase Circle
Washington, D.C. 20015

American Pharmaceutical Assn.
2215 Constitution Avenue, N.W.
Washington, D.C. 20037

American Federation of
Technical Engineers
1126 16th Street, N.W.
Washington, D.C. 20009

American Rehabilitation of
Counseling Assn.
1607 New Hampshire Avenue, N.W.
Washington, D.C. 20009

Amalgamated Clothing Workers
of America
15 Union Square
New York, New York 10003

Association of Industrial Advertisers
41 East 42nd Street
New York, New York 10017

Apprenticeship Committee
National Assn. of Plumbing, Heating
Colling Contractors
1016 20th Street, N.W.
Washington, D.C. 20036

Arizona State Employment Service
Phoenix, Arizona 85000

Associated Fur Manufacturers, Inc.
101 West 30th Street
New York, New York 10001

Associated Retail Bakers of
America
731-731 West Sheridan Road
Chicago, Illinois 60613

Association of General Contractors
of America, Inc.
1957 E Street, N.W.
Washington, D.C. 20036

Association of Home Appliance
Manufacturers
20 N. Wacker Drive
Chicago, Illinois 60606

Association of American Railroads
1920 L Street, N.W.
Washington, D.C. 20036

Association of College Unions
International Willard Straight
Hall, Cornell University
Ithaca, New York 14850

Association for Computing Machinery
1133 Avenue of the Americas
New York, New York 10036

Associated Master Barbers and
Beauticians of America
219 Greenwich Road
P.O. Box 17782
Charlotte, North Carolina 28211

Association for Education in
Journalism
425 Henry Hall
University of Wisconsin
Madison, Wisconsin

Atlas Chemical Industries, Inc.
Wilmington, Delaware 19899

Automobile Manufacturers Assn., Inc.
Educational Services
320 New Center Building
Detroit, Michigan 48202

Association of Operating Room
Technicians, Denver Technological
Center, 8085 E. Prentice Avenue
Englewood, Colorado 80110

Blue Cross Association
840 N. Lake Shore Drive
Chicago, Illinois 60611

Botanical Society of America, Inc.
Secretary, Dept. of Botany
Rutgers University
New Brunswick, N.J. 08903

Bricklayers, Masons & Plasterers
International Union of America
815 15th Street, N.W.
Washington, D.C. 20005

Brotherhood of Painters, Decor-
ators and Paperhangers of America
1925 K Street, N.W.
Washington, D.C. 20212

Bureau of Apprenticeship and
Training, U.S. Dept. of Labor
Washington, D.C.

Bureau of Land Management
Denver Service Center
Federal Center Bldg. 50
Denver, Colorado 80225

Bureau of Personnel & Training
National Board, YWCA
600 Lexington Avenue
New York, New York 10012

California Human Relations Agency
800 Capital Mall
Sacramento, California 95814

California State Dept. of
Employment
Sscramento, California 95814

Canadian Occupations Monograph
Queen's Printer & Controller
of Stationery
Ottawa, Canada

Careers
Washington, D.C. 20202

Casualty Actuarial Society
200 East 42nd Street
New York, New York 10017

Chiropractic Education Commission
International Chiropractic Assn.
741 Brady Street
Davenport, Iowa 52805

Clinical Center
National Institute of Health
Bethesda, Maryland 20013

Clothing Manufacturers Assn. of
America
135 West 50th Street
New York, New York 10020

College Placement Council, Inc.
P.O. Box 2263
Bethelehem, Pennsylvania 18001

College of Engineering
University of Florida
Gainesville, Florida 32603

Commission on Education in
Physical Medicine and
Rehabilitation
1800 Chicago Avenue
Minneapolis, Minnesota 55404

Committee on Marine Research,
Education and Facilities
Building 159 E, Rm. 476
Washington Navy Yard
Washington, D.C. 20390

Communications Workers of America
1925 K Street, N.W.
Washington, D.C. 20006

Consumer Protection and Environmental Health Services
Dept. of Health, Education and Welfare, 200 C Street, N.W.
Washington, D.C. 20204

Consumer & Marketing Service
U.S. Dept. of Agricutture
536 So. Clark Street
Chicago, Illinois 60605

Council of Social Work
345 East 46th Street
New York, New York 10018

Crayon, Water Color & Craft Institute, Inc.
Eden Hall Road
Newtown, Connecticut 06470

Department of Health
City of New York
125 Worth Street
New York, New York 10013

Eric/Clearinghouse
University of California
Los Angeles, California 90024

Engineers Council for Program Development, Engineers Manpower Commission, Engineers Joint Council
345 East 47th Street
New York, New York 10017

Educational Council on Graphic Arts
4615 Forbes Avenue
Pittsburgh, Pa. 15213

Coordinator-Independent Study Program
FBI Department of Justice Bldg.
Washington, D.C. 20535

General Motors Corporation
Public Relations & Staff
General Motors Bldg.
Detroit, Michigan 48202

General Electric
Educational Relations
New York, New York 10022

Granvue Technical Institute
60 East 42nd Street
New York, New York 10020

Guild Ex hange
P.O. Box 1464
Grand Central Station
New York, New York 10017

Helene Curtis Industry
4401 West No. Avenue
Chicago, Illinois 60639

Health Manpower Division
United Hospital Fund
3 East 54th Street
New York, New York 10022

Insurance Information Institute
110 William Street
New York, New York 10038

Institute of Electrical &
Electronics Engineers, Inc.
345 East 47th Street
New York, New York 10017

Institute of Mathematical
Statistics, Dept. of Statistics
California State College at Hayward
Hawyard, California 94542

International Assn. of Electro-
typers and Stereotypers, Inc.
758 Leader Building
Cleveland, Ohio 44114

Insurance Work, Ed. Division
277 Park Avenue
New York, New York 10017

Interagency Board of U.S. Civil
Service Examiners for Wash., D.C.
1900 E Street, N.W.
Washington, D.C. 20415

International Union of Electrical
Radio and Machine Workers
1126 16th Street, N.W.
Washington, D.C. 20036

Internal Revenue Service
U.S. Treasury Dept.
Washington, D.C. 20036

International Brotherhood of
Electrical Workers
1200 15th Street, N.W.
Washington, D.C. 20005

International Oceanographic
Foundation
1 Richenbacker Causeway
Virginia Key
Miami, Florida 33141

International Assn. of Fire
Fighters
905 16th Street, N.W.
Washington, D.C. 20006

International Assn. of Women Police
100 North LaSalle Street
Chicago, Illinois 60654

International Society of
Clinical Laboratory Technologists
805 Ambassador Building
411 N. 7th Street
St. Louis, Missouri 63101

International Assn. of Machinists
and Aerospace Workers
1300 Connecticut Avenue, N.W.
Washington, D.C. 20036

International Union of Operating
Engineers
1125 17th Street, N.W.
Washington, D.C. 20004

Investment Bankers Assn. of
America
425 13th Street, N.W.
Washington, D.C. 20004

International Union of
Elevator Constructors
12 South 12th Street
Philadelphia, Pennsylvania 19107

Institute of Life Insurance
277 Park Avenue
New York, New York 10017

International Chiropractors Assn.
741 Brady Street
Davenport, Iowa 52805

International Ladies Garment
Workers Union
1710 Broadway
New York, New York 10019

International Assn. of
Clothing Designers
125 12th Street
Philadelphia, Pa. 19107

Laborer's International Union
of N.A.
905 16th Street, N.W.
Washington, D.C. 20006

Mademoiselle
420 Lexington Avenue
New York, New York 10017

Master Photo Dealers & Finishers Association
603 Lansing Avenue
Jackson, Michigan 49202

Math Assn. of America
1225 Connecticut Avenue, N.W.
Washington, D.C. 20036

Medical Technology
Veteran's Administration
Washington, D.C. 20420

Music Editors National Conference
National Education Assn. of U.S.
1201 16th Street, N.W.
Washington, D.C.

Music Educators National Conference
8150 Lessburg Pike
Vienna, Virginia 22180

National Health Council, Inc.
1740 Broadway
New York, New York 10019

Manufacturing Chemists Assn.
1825 Connecticut Avenue, N.W.
Washington, D.C. 20009

National Marine Engineers' Benefit Assn.
17 Battery Place
New York, New York 10004

National Maritime Union of America
36 Seventh Avenue
New York, New York 10011

National Board of the Coat and Shirt Industry
450 Seventh Avenue
New York, New York 10001

National Farm and Power Equipment Dealers' Assn.
2340 Hampton Avenue
St. Louis, Missouri 63139

National Fire Protection Assn.
470 Atlantic Avenue
Boston, Massachusetts 02210

National Home Study Council
1601 18th Street, N.W.
Washington, D.C. 20009

National Knitted Outerware Assn.
51 Madison Avenue
New York, New York 10010

National Association of Auto Trim Shops
219 Broadway
Lynnbrook, Long Island 11563

National Council of the Churches of Christ in U.S.A.
475 Riverside Drive
New York, New York 10027

National Electrical Contractor's Assn.
1730 Rhode Island Avenue, N.W.
Washington, D.C. 20036

National Easter Seal Society for Crippled Children and Adults Library
2023 W. Ogden Avenue
Chicago, Illinois 60612

National Automobile Dealer's Assn.
2000 K Street, N.W.
Washington, D.C. 20006

National Science Teachers Assn.
1742 Connecticut Avenue, N.W.
Washington, D.C. 20009

Newspaper Fund, Inc.
Box 300
Princeton, New Jersey 08540

National Consumer Finance Assn.
1000 16th Avenue, N.W.
Washington, D.C. 20036

National Society of Public Accountants
1717 Pennsylvania Ave., N.W.
Washington, D.C. 20006

New York Stock Exchange
11 Wall Street
New York, New York 10005

Oceanographer of the Navy
200 Stovall Street
Alexandria, Virginia 22332

Office of Manpower and Training
Federal Water Pollution Council
Admin. - Dept. of Interior
633 Indiana Avenue
Washington, D.C. 20235

Office of Maritime Manpower
Marinetime Administration
U.S. Dept. of Commerce
Washington, D.C. 20235

Operative Plasters' and Cement Masons, International Assn. of U.S. and Canada
1125 17th Street, N.W.
Washington, D.C. 20036

Pfizer, Inc.
Education Service Department
235 E. 42nd Street
New York, New York 10022

Philadelphia Museum College of Art
Broad and Pine Streets
Philadelphia, Pa. 19100

Planned Parenthood Federation of America, Inc.
810 7th Avenue
New York, New York 10019

Prudential Insurance Company
Box 36
Education Department
Newark, New Jersey 07101

Society for Industrial and Applied Mathematics
33 South 17th Street
Philadelphia, Pa. 19103

Shoe Service Institute of America
222 West Adams Street
Chicago, Illinois 60606

United Business Schools Assn.
1730 M Street, N.W.
Washington, D.C.

United States Civil Service Commission
Washington, D.C. 20415

Appendix 3

Recommended Competencies of the Pupil Personnel Administrator and Director or Supervisor of Guidance

The New York State Association for Counselor Educators and Supervisors
A Division of the New York State Personnel and Guidance Association

RECOMMENDED COMPETENCIES OF THE PUPIL PERSONNEL ADMINISTRATOR AND DIRECTOR OR SUPERVISOR OF GUIDANCE

The following statements of behaviors is an attempt to identify and clarify the competencies of the pupil personnel administrator and the director of guidance or the supervisor for counselors in the public schools. These statements are based on the following publications:

*Pupil Personnel Services, A Position Statement, NAPPA, 1969
*Pupil Personnel Services Guidelines for Training, Certification and Accreditation, NAPPA, 1972
*Competencies of the School Administrator, PHI DELTA KAPPAN January 1973, pp. 349-350

1.0 Initiating and Responding to Change: Developing One's Own Framework for Initiating Change

1.1 Demonstrates the ability to develop cooperatively with administrators, teachers and other pupil personnel services staff members a philosophy of administration which enhances the functioning of the pupil personnel staff and program.

1.2 Demonstrates the ability to identify and to understand the social forces operating on educational institutions.

1.3 Works cooperatively with pupil personnel staff to develop long-range goals for pupil personnel services consistent with school district policy and with accepted pupil personnel principles.

1.4 In cooperation with pupil personnel staff, translates long-range goals into intermediate and/or short-range goals with accompanying plans for action and evaluation.

2.0 Leadership and Administrative Responsibilities

2.1 Demonstrates competence in program planning, budgeting, and development.

2.1.1 Possesses a knowledge or organizational patterns and the advantages and disadvantages of each.

2.1.2 Is able to adopt or to modify organizational patterns to enhance the operation of the pupil services program.

2.1.3 Is able to seek out, obtain and administer public and private resources to carry out various programs of pupil services.

2.2 Demonstrates competence in staff selection.

2.3 Demonstrates competence in supervision and coordination of pupil personnel services staff members.

2.3.1 Executes an evaluation plan which stimulates the personal and professional growth of individual staff members.

2.3.2 Develops a uniform system of evaluation of staff performance which is clearly understood by the staff members and those to whom reports are sent.

2.4 Demonstrates competence in program evaluation and report writing.

2.4.1 Constructs and implements an evaluation design which systematically relates intentions, observations, standards, and judgments.

2.4.2 Develops a uniform system of evaluation of staff performance which is clearly understood by the staff members and those to whom reports are sent.

2.5 Demonstrates competence in decision making.

2.5.1 Recognizes when a problem exists and is able to identify it correctly.

2.5.2 Clarifies problems through acquisition of relevant information.

2.5.3 Determines what is fact and what is opinion.

2.5.4 Assigns priorities to completion of problem-solving. tasts.

2.5.5 Seeks, identifies, and evaluates alternative solutions.

2.5.6 Understands types of decisions which can be made e.g., terminal, interim, conditional, and the likely consequences of each type of decision.

2.5.7 Seeks more information when necessary to solve a problem.

2.5.8 Understands legal, economic, sociological, and policy limitations on the decision-making process.

2.5.9 Distinguishes between decisions that are and those that are not one's direct responsibility in reference to both superior and subordinate personnel.

2.5.10 Establishes procedures for decision-making in which community representatives, faculty, and students are active participants.

2.5.11 Involves those persons who will implement the results of a decision in the making of that decision.

2.5.12 Clarifies the commitments resulting from a decision to those who will carry it out and to those it will affect.

2.6 Demonstrates competence in interpretation of program to administration, staff, pupils and public.

3.0 Legal Aspects of Pupil Personnel Services

3.1 Understands the legal implications of federal and state laws governing professional relationships and programs dealing with institutions and agencies, exceptional children, health and social services, privileged and confidential information, school attendance laws, child protection and labor laws.

3.2 Understands the legislative process for the development of legislation designed to insure the positive development of pupils.

4.0 Human Relations and Morale

4.1 Initiates structure.

4.1.1 Delineates the relationship between oneself and the members of one's work group.

4.1.2 Establishes appropriate, well defined patterns of organization, channels of communication, and methods of procedure.

4.2 Demonstrates consideration through behavior indicative of friendship, mutual trust, respect, and warmth in relationships between oneself and members of one's staff.

4.3 Demonstrates a range of techniques to involve the staff in the effective formation of policy decisions which the staff will have to implement.

4.4 Communicates promptly to staff information concerning problems of pupils under their supervision.

4.5 Involves staff in deliberations with teachers, parents, and administration concerning pupils in the school.

4.6 Shows support for the abilities of staff to promote the affective development of the pupils in the school district.

4.7 Communicates to parents information concerning major changes in school policy as it relates to the pupil personnel services program.

5.0 Responding to problem sisuations.

5.1 Demonstrates sensitivity to role-identification of his co-workers.

5.2 Acts to reduce problems resulting from role-conflice and role-ambiguity.

5.3 Recognizes the varying roles of individuals within a working group and thereby facilitates group process.

5.4 Understands the dimensions of organizational climate and his role and function in establishing or changing the climate in the school.

5.5 Recognizes that conflict can lead to beneficial change and, therefore, "manages" conflict toward positive resolution.

5.6 Plans and introduces a range of structures, techniques, and processes for effective conflict management, focusing on efforts to keep the energies of group members directed toward goals consonant with those of the organization.

5.7 Makes use of change agents from outside the school setting to create a temporary social system within the school for the express purpose of facilitating change.

5.8 Delegates responsibility for problems to appropriate subordinate levels when problem can be treated effectively at those levels.

6.0 Facilitation of Learning

6.1 Establishes and maintains school-wide commitment to the pupil personnel program.

6.2 Assists staff to gain insight into the learning styles of children.

6.3 Executes a plan for developing understandings in the community of the pupil personnel program in the district.

6.4 Develops methods for helping the pupil personnel staff to gain insight into their own styles of operation.

6.5 Utilizes pupil personnel services staff members with unique competencies in a manner designed to achieve "multiplier effects", through inservice education.

6.6 Uses community and statewide resources in the execution of the pupil personnel program.

Appendix 4

Life Career Guidance Conference

Participants

LIFE CAREER GUIDANCE CONFERENCE

June 1-2, 1977

Airways Hotel, Cheektowaga, New York

Representatives from Business, Industry and Community

Dr. Donald M. Clark, Executive Director
Niagara Falls Industry-Education Council

Mr. Paul Dellinger, President
Dellinger Plumbing Company

Mr. Raymond F. Gallagher, Chairman
Erie County Legislature

Mr. Lewis G. Harriman, Jr.,
Vice President for Community Affairs

Mr. Stewart M. Levy, President
Hemisphere Leasing

Mr. Joseph P. Mosey, Jr., President
Allied Publishers Service of Mid-Atlantic States

Mr. Kenneth Rebman, President
Contractors Ornamental Steel, Inc.

Mr. John E. Salamanchuk, President
Nemmer Furniture

Dr. Oscar Smukler
Professor of Civil Engineering
Erie Community College

Mr. John L. Vensel, President
Roblin Steel

Chief School Officers

Mr. Mark Balen, Superintendent
Lackawanna Public Schools

Dr. Clifford N. Crooks, Superintendent
Erie County Board of Cooperative Educational Services #1

Dr. James N. Finch, Superintendent
Sweethome Public Schools

LIFE CAREER GUIDANCE CONFERENCE

June 1-2, 1977

Airways Hotel, Cheektowaga, New York

Representatives from Public Schools

Ms. Clara Blackman
Assistant Director, Bureau of Educational and Vocational Guidance, New York City Board of Education

Mr. Ronald Callahan
Career Education Coordinator, Buffalo Board of Education

Mr. Ronald Davis
Project Director, Articulated Career Guidance Project, Rochester Board of Education

Mr. Patrick Dempsey
Director of Guidance, Syracuse Board of Education

Ms. Coletta Girard
Director of Guidance, Buffalo Board of Education

Mr. Anthony Girard
Director of Attendance, Buffalo Board of Education

Mr. John McGuire
Director of Guidance, Rochester Board of Education

Ms. Candee Mann
Associate Director, Articulated Career Guidance Project, Suffolk BOCES #2

Mr. John Murray
Supervisor of Pupil Personnel Services, Buffalo Board of Education

Mr. Daniel Sullivan
Project Director, Articulated Career Guidance Project, St. Lawrence-Lewis Counties BOCES

Ms. Phyllis Smukler
Teacher, Buffalo Board of Education

Mr. Larry Swenson
Project Director, Articulated Career Guidance Project, Suffolk BOCES #2

LIFE CAREER GUIDANCE CONFERENCE

June 1-2, 1977

Airways Hotel, Cheektowaga, New Y9rk

Representatives from New York State Education Department

Dr. Joseph J. Gerdin
Associate, Bureau of Guidance

Mr. John P. Harrison
Associate, Bureau of Guidance

Mr. James E. McCann
Associate, Bureau of Grants Administration

Mr. John P. Stebbins
Supervisor, Bureau of Guidance

Mr. Edward C. Strack
Chief, Bureau of Guidance

Mr. Kenneth E. York
Associate, Bureau of Guidance

Mr. Michael Van Ryn
Chief, Grants Administration Unit

LIFE CAREER GUIDANCE CONFERENCE

June 1-2, 1977

Airways Hotel, Cheektowaga, New Y9rk

Representatives from New York State Education Department

Dr. Joseph J. Gerdin
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Mr. James E. McCann
Associate, Bureau of Grants Administration

Mr. John P. Stebbins
Supervisor, Bureau of Guidance

Mr. Edward C. Strack
Chief, Bureau of Guidance

Mr. Kenneth E. York
Associate, Bureau of Guidance

Mr. Michael Van Ryn
Chief, Grants Administration Unit

LIFE CAREER GUIDANCE CONFERENCE

June 1-2, 1977

Airways Hotel, Cheektowaga, New York

Representatives from Colleges and Universities

Alfred University	Dr. Stuart E. Smith Professor of Education
Bank Street College of Education	Dr. Henry Lahey, Chairperson Guidance and Counseling Department
Canisius College	Dr. Thomas J. Caulfield, Chairperson Counselor Education Department
	Dr. William Martin Assistant Professor
	Dr. James Wojack Adjunct Assistant Professor
Colgate University	Dr. Linden D. Summers, Jr., Chairperson Department of Education
	Dr. John Thomas Assistant Professor
College of Staten Island	Ms. Marie A. Carrese Counselor
Fordham University	Dr. James Hennessy Assistant Professor
Herbert H. Lehman College	Dr. Leanora Nelson, Coordinator Guidance and School Counseling
Hofstra University	Dr. Mary G. Ligon, Chairperson School of Education
Hunter College	Dr. Alfred B. Pasteur Assistant Professor
Long Island University/C. W. Post Center	Dr. Julia E. DeCarlo, Chairperson Department of Curriculum (Graduate)
	Dr. Carolyn S. Hewson, Chairperson Department of Counselor Education
Manhattan College	Dr. Raymond Bechtel, Program Coordinator Department of Education

Niagara University	Mr. Ralph C. Verano Counselor
Queens College	Dr. Martin Astor, Coordinator Counselor Education Department (also representing City College)
St. Bonaventure University	Dr. Peter Glofka, Chairperson Department of Guidance and Personnel
St. John's University	Dr. Shirley A. Griggs Associate Professor
St. Lawrence University	Dr. Theodore F. Renick, Coordinator Counselor Education
State University College at Brockport	Dr. Joseph Kandor, Chairperson Faculty of Education
State University College at Buffalo	Dr. Jerry F. Cataldo, Chairperson Department of Psychology
	Dr. Richard E. Collier, Associate Dean Faculty of Applied and Professional Studies
	Dr. Herbert V. Ferster Professor of Education
	Dr. E. K. Fretwell, Jr. President
	Dr. Barbara R. Frey Vice President for Academic Affairs
	Dr. Charles P. LaMorte, Chairperson Behavioral and Humanistic Studies
	Dr. Richard J. McCowan Professor of Education
	Dr. M. Duane Mongerson Associate Professor of Industrial Arts and Vocational Education
	Dr. Leonard J. Poleszak Professor of Education
State University College at Oneonta	Dr. William Denton, Coordinator Counselor Education
State University College at Oswego	Dr. Frances S. Koenigsberg Associate Professor
State University College at Plattsburg	Dr. H. Townsend Carpenter, Chairperson Counselor Education
	Dr. Kenneth Hoeltzel Professor of Counselor Education

State University of New York at Albany	Dr. E. W. Christensen Associate Professor
State University of New York at Buffalo	Dr. Stanley H. Cramer Professor of Counselor Education
	Dr. James C. Hansen Professor of Counselor Education
	Dr. Barbara Putnam Assistant Professor of Counselor Education
	Dr. Robert Rossberg Professor of Counselor Education
	Dr. Elsie Smith Assistant Professor of Counselor Education
	Dr. Richard R. Stevic, Chairperson Department of Counselor Education
Syracuse University	Dr. Charles Blass Assistant Professor of Education
Teachers College - Columbia University	Dr. Mary A. Dragoon Instructor
University of Rochester	Dr. Harold L. Munson, Chairperson Department of Guidance and Student Personnel

Appendix 5

Competency Worksheet Examples and Editorial Suggestions

LIFE CAREER GUIDANCE COMPETENCY WORKSHEET **EXAMPLES**

Skill/Knowledge/ Attitude	Describe major theories of career development.
Instructional Procedure	Large group lecture/discussion and completion of assigned readings. Trainees will review appropriate primary and secondary sources for each of the following theoretical approaches: a) Trait-factor b) Sociological c) Self-concept d) Psychological/psychoanalytic
Assessment Procedures & Conditions	Trainees will complete an essay in which the major concepts of each of the above theoretical approaches are outlined. At least one major authority must be cited for each theory. Students should also indicate that the theories are not independent of one another and that other classification systems could be used.
Assessment Criteria	Trainees will be rated "satisfactory" if they complete an essay including each of the above criteria. Those who are unsuccessful will be rated "unsatisfactory" and will complete another essay after reviewing the material.
Assessor	Faculty
Suggested Resources	Ginzberg, E., et al. Occupational choice. New York: Columbia U. Press, 1951. Hoppock, R. Occupational information. New York: McGraw-Hill, 1976. Miller, C. C., & Form, W. H. Industrial sociology. New York: Harper & Row, 1951. Osipow, S. H. Theories of career development. New York: Appleton-Century-Crofts, 1968. Roe, A. Early determinants of vocational choice. J. Counsel. Psychol., 1957, 4, 212-217. Super, D. E. The psychology of careers. New York: Harper & Row, 1957. Williamson, E. G. Vocational counseling. New York: McGraw-Hill, 1965.

LIFE CAREER GUIDANCE COMPETENCY WORKSHEET

Skill/Knowledge/ Attitude	Demonstrate skill in using individual counseling techniques.
Instructional Procedure	Large group lecture/discussion of appropriate counselor attending behaviors during an inital counseling session. Following the lecture, trainees will be instructed to form triads in which each individual will act in turn as counselor, counselee and observer. When acting as the counselee, each trainee should discuss a real or simulated career counseling situation. After each trainee has played each role, the large group should reform to discuss the activity.
Assessment Procedures & Conditions	When functioning as counselors, trainees will be rated on the following behaviors: a) facial animation; b) good eye contact; c) soft, firm tone of voice; d) moderate rate of speech and use of gestures; e) occasional head nodding and smiling; f) attention focused on counselee; and g) use of verbal reinforcers such as "mm-hmm" and "fine."
Assessment Criteria	Trainees should demonstrate each of the above behaviors when functioning as counselors.
Assessor	Trainee (functioning as observer)
Suggested Resources	Hackney, H. & Nye, S. Counseling strategies and objectives. Englewood Cliffs, N. J.: Prentice-Hall, 1973.

LIFE CAREER GUIDANCE COMPETENCY WORKSHEET

Skill/Knowledge/ Attitude	Develop filing systems for career guidance materials.
Instructional Procedure	Trainees will complete chapter 6 "Classifying and Filing Occupational Information" in R. Hoppock. Occupational Information. New York: McGraw-Hill, 1976, before attending large group lecture. Opportunity should be given to examine several of the classification systems listed in "Suggested Resources." Teams of three to five trainees will be given the opportunity to develop a filing system for a simulated school system. Basic descriptive information for the system will be provided by the professor. One trainee will role play the part of a director of guidance, while the remaining individuals will role play counselors. The entire group will reform to discuss and evaluate the activity.
Assessment Procedures & Conditions	Trainees will be asked to rate the activity as appropriate or inappropriate. The professor will evaluate the filing systems developed using the criteria listed below.
Assessment Criteria	a) 90 percent or more of the trainees must rate the activity as appropriate; b) Each filing system should be appropriate for the needs of the district, easy to use, comprehansive, expandable, and cross-indexed.
Assessor	Faculty and trainee
Suggested Resources	a) Dictionary of Occupational Titles Classification b) United States Census Classification c) Standard Industrial Classification Manual d) Bennett Occupations Filing Plan and Bibliography e) SRA Career Information Kit f) Occupational Library published by Chronicle Guidance Publications, Inc.

LIFE CAREER GUIDANCE COMPETENCY WORKSHEET EDITORIAL SUGGESTIONS

Skill/Knowledge/ Attitude	Use the competency provided on the attached list.
Instructional Procedure	Delineate the instructional techniques which will be used to enable the trainee to complete the skill, knowledge or attitude successfully. Include details concerning factors such as group size, manner of presentation, and the physical characteristics of the learning space. When appropriate, content material can be briefly described and/or a specific source can be provided. It should be recognized that the procedure described represents only one way in which the material could be presented.
Assessment Procedures & Conditions	Describe the procedures which will be used to assess the level at which the trainee has attained the competency.
Assessment Criteria	Include specific criteria which describe what trainee must do in order to demonstrate successful attainment of the competency.
Assessor	Use "Faculty" for university level; "trainee" for peer or graduate student level; "field supervisor" for public school or other field setting supervisor.
Suggested Resources	Use APA format. Include audio-visual resources, if appropriate.

Appendix 6

Directors of Regional Institutes

DIRECTORS OF REGIONAL INSTITUTES

IMPROVING THE PREPARATION OF VOCATIONAL GUIDANCE AND COUNSELING PERSONNEL: OCCUPATIONAL AND CAREER GUIDANCE INSTITUTES FOR COUNSELORS AND ADMINISTRATORS

Project Director	Richard J. McCowan State University College at Buffalo
Assistant Project Director	M. Duane Mongerson State University College at Buffalo
Regional Institutes:	
Buffalo	Herbert V. Ferster Leonard Poleszak State University College at Buffalo
Central New York	John Thomas Linden Summers Colgate University
Long Island	Julia E. DeCarlo Gerald Kushel C. W. Post Center - Long Island University
Mid-Hudson	Kenneth Hoeltzel State University College at Plattsburgh
New York City	Clara Blackman Esther M. Paster New York City Board of Education
New York State Education Department Liaison	James E. McCann